Training Module Storyboards

Training			
USFA Logo	Main Menu	Help	Glossary

Tutorial Menu

Training Tutorial Menu

This section of the resource center presents information about Training.

To learn more about Training, click on a topic below or click on the Next arrow to view all topics in sequential order.

- **What Is Training?**
- **Why Is Training Important?**
- **How Do I Train?**

Task List

FAQs

Manuals

Samples

Tools

Links

Click on the Next arrow to continue.

Programming Notes:
Design this as a menu screen with links to the following pages:
What Is Training? – Screen 1.1
Why Is Training Important? – Screen 1.2
How Do I Train? – Screen 1.3

Training				
USFA Logo	**Main Menu**	**Help**	**Glossary**	

Tutorial Menu	**What Is Training?**	⇐ ⇒
Task List	Training is an activity that imparts skills, knowledge, or experience relating to NFIRS 5.0 to students and instructors so that they can use the system effectively.	Graphic showing instructor in front of class delivering a computer training class. Instructor has computer projector and students are each sitting at a computer.
FAQs		
Manuals	Your role as an NFIRS 5.0 program manager may include:	
Samples	• The design and development of training courses.	
Tools	• The delivery of training to students and/or instructors.	
Links	• The scheduling and administration of training courses.	
	• The tracking of training completed by students and/or instructors.	⇐ ⇒

Click on the Next arrow to continue.

Programming Notes:

Training			
USFA Logo	Main Menu	Help	Glossary

Why Is Training Important?

⇦ ⇨

In order for NFIRS 5.0 to be successfully implemented in your organization, the people in your organization must be trained in the use of the system and, in some cases, in the step-by-step use of the software.

NFIRS 5.0 staff members, at all levels in the chain of command, perform a wide variety of tasks in order to make the system function properly. Training must be provided to these staff members including:

Tutorial Menu

Task List

FAQs

Manuals

Samples

Tools

Links

System administrators

Program managers

Coordinators in the firehouse

Data entry operators

Instructors

To learn more about the type of training needed by NFIRS 5.0 staff members, roll your mouse on the topics above.

⇦ ⇨

Click on the Next arrow to continue.

Programming Notes:
Each of the text boxes on this screen is a rollover object. Display the information shown below when the mouse is rolled over the rollover object.
System administrators
No matter how experienced the system administrator is, he/she will need training to properly install, maintain, back up, and update your NFIRS 5.0 software.
Program managers
Program managers at the State, county, and department level will need to be trained in the use of NFIRS 5.0, particularly data validation, data retrieval, and reports. Program managers also need a clear understanding of the overall system so that they can manage it properly.
Coordinators in the firehouse
Each firehouse should appoint an NFIRS coordinator to oversee the input of fire incident data on a day-to-day basis. The coordinator needs to know how to input data into the system and how to validate data before creating and forwarding transaction files to the county or department.
Data entry operators
NFIRS data may be input by a clerical staff member in the firehouse or by the firefighter immediately after returning to the firehouse from an incident. The data entry operator must know how to correctly input data into the system and how to correctly complete all of the required NFIRS modules.

Training	Screen 1.2a

Instructors

You will need to train a cadre of instructors to deliver training throughout your organization. Most organizations have experienced trainers on staff, but these trainers need training and training materials to teach NFIRS 5.0 courses effectively.

Training				
USFA Logo	**Main Menu**	**Help**	**Glossary**	

Tutorial Menu	**How Do I Train? (Screen 1 of 8)** ⇐ ⇒
Task List	In order to effectively train the various members of the NFIRS 5.0 staff, you will need to have a Training Plan. That plan should include the six elements shown below. These elements are discussed in detail on the following pages.
FAQs	
Manuals	**Roll your mouse over the boxes below to learn more about the six Training Plan elements.**
Samples	
Tools	
Links	

Training Plan Elements

Design → Develop

Analyze

Evaluate ← Implement

Administer

⇐ ⇒

Click on the Next arrow to continue.

Graphic Notes:
Develop graphic to represent the six Training Plan elements with boxes labeled Analyze, Design, Develop, Evaluate, and Implement with arrows between the boxes. Add box labeled Administer below other boxes extending across the entire flow of the 6 boxes above.

Programming Notes:
Analyze
You will need to analyze your training needs to determine what kind of training is needed, who needs to be trained, what courses are available, what courses need to be developed, who is available to deliver the training, what costs are associated with the training, and so forth.
Design
You may need to design new courses to meet your training needs or you may find that existing third-party vendor courses meet your needs quite well.

Develop
Newly designed courses and materials must be developed, including Instructor Guides, Student Guides, job aids, and case studies.
**Implement**
Training must be implemented at all levels in the chain of command.
**Evaluate**
Training evaluation is a critical part of the plan. Training evaluation allows you to make continuous improvements to the courses you design and develop.
Administer
Training administration includes scheduling courses, reviewing evaluations, providing feedback to instructors and course designers, tracking student course completion, and so forth.

Training			
USFA Logo	**Main Menu**	**Help**	**Glossary**

| **Tutorial Menu**	**How Do I Train? (Screen 2 of 8)** ⇦ ⇨
Task List	Your Training Plan is impacted by your selection of NFIRS 5.0 software (i.e., the Federal Client Tool or third-party software).
FAQs	You will specify different tasks during each of the phases of your Training Plan.
Manuals	**Roll your mouse over the topics below to learn more about the impact of software selection on your training needs and requirements.**
Samples	**Federal Client Tool**
Tools	**Third-party software**
Links	
	⇦ ⇨

**Click on the Next arrow to continue.**

Programming Notes:
Each of the text boxes on this screen is a rollover object. Display the information shown below when the mouse is rolled over the rollover object:
Federal Client Tool
If you select the Federal Client Tool for data entry into NFIRS 5.0, you will design, develop, and implement NFIRS 5.0 training courses. You may choose to adapt the courses developed by the USFA to support the Federal Client Tool to fit your organization's unique needs.
Third-party software
If you choose to use third-party software for data entry into NFIRS 5.0, you will probably use the training courses offered by your software vendor. The vendor may or may not be willing to modify the courses to fit your organization's unique needs. You may need to develop customized or supplemental training materials to use in conjunction with those provided by your vendor.
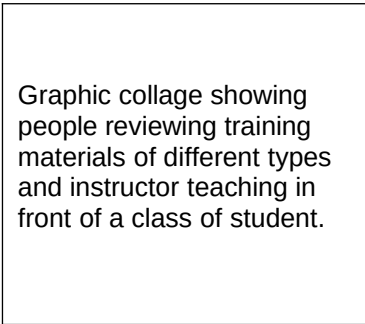
Training				
USFA Logo	Main Menu	Help	Glossary	

Tutorial Menu	**How Do I Train? (Screen 3 of 8)** ⇐ ⇒
Task List	**Analyze**
FAQs	Analyzing training needs is the single most important step in designing instruction.
Manuals	If training needs are not identified correctly, the training will be ineffective.
Samples	Analysis of your training needs is critical whether you are using the Federal Client Tool or third-party software.
Tools	
Links	

Graphic of person doing analysis type of work. Could be looking through microscope, examining something with a magnifying glass, or similar.

⇐ ⇒

Click on the Next arrow to continue.

Programming Notes:

Training				
USFA Logo	Main Menu	Help	Glossary	

Tutorial Menu	**How Do I Train? (Screen 4 of 8)** ⇐ ⇒
Task List	**Design**
FAQs	An effective training design is the blueprint used to guide the development of training.
Manuals	During the training design phase, you make important decisions about how best to meet the training needs identified during the analysis phase.
Samples	
Tools	Even if you are using third-party software, with training provided by your vendor, you may find that you need to design supplemental training materials to meet your training needs fully.
Links	

Graphic showing person doing design task, perhaps an architect at a drafting table or close-up of hands of person drawing a blueprint.

⇐ ⇒

Click on the Next arrow to continue.

Programming Notes:

10

Training				
USFA Logo	**Main Menu**	**Help**	**Glossary**	

Tutorial Menu

Task List

FAQs

Manuals

Samples

Tools

Links

How Do I Train? (Screen 5 of 8)

Develop

During the training development phase, training materials are drafted based on the training design.

The quality of the final training depends on the extent to which the training materials:

- Conform to the design.
- Are reviewed by subject-matter experts.
- Are tested with the training target audience.

Graphic collage showing people reviewing training materials of different types and instructor teaching in front of a class of student.

Click on the Next arrow to continue.

Programming Notes:

Training				
USFA Logo	Main Menu	Help	Glossary	

How Do I Train? (Screen 6 of 8)

⇐ ⇒

Implement

The best designed training is of little value without effective delivery.

High-quality training implementation is directly related to good planning. Planning for implementation includes:

Graphic showing instructor in front of class presenting information. Students should be sitting at computers in the classroom.

- Taking care of classroom setup logistics.

- Using an organized plan for delivery of the class content.

- Following an end-of-class process for course evaluation, cleanup, and reorganization of materials for the next class.

⇐ ⇒

Tutorial Menu

Task List

FAQs

Manuals

Samples

Tools

Links

Click on the Next arrow to continue.

Programming Notes:

Training				
USFA Logo	Main Menu	Help	Glossary	

Tutorial Menu	**How Do I Train? (Screen 7 of 8)** ⬅ ➡
Task List	**Evaluate**
FAQs	Training evaluation allows you to make continuous quality improvements to your training.
Manuals	A systematic training evaluation process can:
Samples	• Let decisionmakers know what benefits have been derived from their investments.
Tools	• Help you determine if your training is meeting your target audience's needs and expectations.
Links	⬅ ➡

Graphic showing student completing training evaluation form or close-up of evaluation form with questions, multiple choice answers with check box next to answer.

Click on the Next arrow to continue.

Programming Notes:

Training				
USFA Logo	Main Menu	Help	Glossary	

Tutorial Menu

How Do I Train? (Screen 8 of 8)

⇐ ⇒

Administer

Training administration is the glue that holds the entire training process together. It includes:

Graphic collage using images from the previous pages: analyze, design, develop, implement, and evaluate.

- Overseeing the analysis, design, and development phases.

- Managing implementation from scheduling through student completion tracking.

- Supervising the evaluation process to ensure continuous training quality improvement.

Click on the Next arrow to go directly to the Training Task List, which will help you get started, or click on the buttons on the left side of this screen to access the other portions of the Training section of the Toolkit.

⇐ ⇒

Task List

FAQs

Manuals

Samples

Tools

Links

Click on the Next arrow to continue.

Programming Notes:

Training	Screen 2.0

Training				
USFA Logo	**Main Menu**	**Help**	**Glossary**	

Tutorial Menu

Task List (highlighted)

FAQs

Manuals

Samples

Tools

Links

Task List

Two comprehensive task lists are provided for training.

Click on the bullet below to view the task list that best fits your organization's training needs.

- **Training To Support the Federal Client Tool Task List**

- **Training To Support Third-Party Software Task List**

Click on the Next arrow to continue.

Programming Notes:
Design this as a menu screen with links to the following pages:
Training To Support the Federal Client Tool Task List - Screen 2.0a
Training To Support Third-Party Software Task List - Screen 2.0b

| Training				
USFA Logo	Main Menu	Help	Glossary	

Training To Support the Federal Client Tool Task List

⇐   ⇒

Use the Training To Support the Federal Client Tool Task List as a guide as you develop your NFIRS 5.0 Training Plan and coordinate them with your other NFIRS implementation plans.

Print

You may scroll through the entire Task List or click on a topic below to go to the tasks related to that topic. Click on the hypertext links in the Task List to go directly to the online viewable version of the documents referenced in the Task List.

- **Analyze**

- **Design**

- **Develop**

- **Implement**

- **Evaluate**

- **Administer**

- **Budget To Support Your Training Plan**

Analyze (Refer to the Links to Pages With Information About Instructional Design section of the Links section of the Toolkit for general information about training analysis tasks.)

NOTE: Use the NFIRS 5.0 Training Analysis Checklist in the Tools section of the Toolkit for assistance in completing the analysis phase.

- ❑ Analyze the training target audience.

  - ❑ Who needs to be trained?

  - ❑ What are their current levels of related knowledge and skills (e.g., general computer literacy, previous use of fire incident reporting software, use of other fire administration software)?

  - ❑ What are their learning styles and preferences?

Tutorial Menu

Task List

FAQs

Manuals

Samples

Tools

Links

❑ What training audience limitations or constraints exist that will impact training course design, development, and delivery?

❑ Are the members of the training target audience motivated to receive the training?

❑ Describe the training need.

   ❑ What does each training target audience group need to learn in order to use NFIRS 5.0 effectively?

   ❑ What is the commitment on the part of decisionmakers to provide NFIRS 5.0 training to the training target audience? (Refer to the Marketing section of the Toolkit for details relating to selling NFIRS 5.0 to decisionmakers.)

❑ Review existing training materials and resources to determine what is available and how you can use existing materials and resources in designing the materials you need.

NOTE: Most or all of the information you may need to design and develop customized training materials for your organization is available in the existing materials (listed below). You may need to "cut and paste" the existing materials into new documents that better fit your training needs.

   ❑ Uses of NFIRS: The Many Uses of the National Fire Incident Reporting System.

   ❑ Introduction to NFIRS 5.0, Student Manual.

   ❑ National Fire Incident Reporting System Program Management Course, National Fire Academy, Emmitsburg, MD.

   ❑ National Fire Incident Reporting System Program Management, Student Manual.

   ❑ National Fire Incident Reporting System Program Management, Instructor Guide.

   ❑ NFIRS National Fire Incident Reporting System Handbook.

   ❑ National Fire Incident Reporting System, Version 5.0, Quick Reference Guide.

   ❑ National Fire Incident Reporting System NFIRS Data Entry/Validation Tool.

❑   National Fire Incident Reporting System NFIRS System Administration Tool.

❑   National Fire Incident Reporting System NFIRS Configuration Tool.

Back to Top

Design (Refer to the Links to Pages With Information About Instructional Design section of the Links section of the Toolkit for general information about training design tasks.)

NOTE: Use the NFIRS 5.0 Training Design Guidelines job aid in the Tools section of the Toolkit for assistance in completing the design phase.

❑   Write learning objectives.

  ❑   Draft objectives stating the activities, conditions, and standards.

  ❑   Sequence the objectives in a logical order.

  ❑   Identify evaluation strategies for each objective.

  ❑   Check to make sure that the objectives support the desired on-the-job performance.

❑   Outline the training content.

  ❑   Identify the training content needed to support the acquisition of the learning objectives.

  ❑   Organize and sequence the content into instructional units.

  ❑   Develop detailed outlines.

  ❑   Check to make sure that the content is sufficient to allow your target audience to achieve the objectives.

❑   Select the training methods and media.

  ❑   Select the training methods and media to present each topic based on your target audience analysis.

    ❑   Determine what information can be delivered in a presentation format.

❑ Determine what information can be delivered in a demonstration format.

❑ Determine what information should be delivered in a practice exercise format.

❑ Consider making some of the training materials available electronically via a CD or the Internet.

❑ Check to make sure that the methods and media match the types of content to be presented and the level of objectives to be achieved.

Back to Top

Develop (Refer to the Links to Pages With Information About Developing Training Materials section of the Links section of the Toolkit for general information about training development tasks.)

NOTE: Use the NFIRS 5.0 Training Development Guidelines job aid in the Tools section of the Toolkit for assistance in completing the development phase.

❑ Review existing training materials.

❑ Identify resources that can be used to develop the training materials.

NOTE: Most or all of the information you may need to design and develop customized training materials for your organization is available in the existing materials (listed below). You may need to "cut and paste" the existing materials into new documents that better fit your training needs.

❑ Uses of NFIRS: The Many Uses of the National Fire Incident Reporting System.

❑ Introduction to NFIRS 5.0, Student Manual.

❑ National Fire Incident Reporting System Program Management Course, National Fire Academy, Emmitsburg, MD.

❑ National Fire Incident Reporting System Program Management, Student Manual.

❑ National Fire Incident Reporting System Program Management, Instructor Guide.

❑ NFIRS National Fire Incident Reporting System Handbook.

❑ National Fire Incident Reporting System, Version 5.0, Quick Reference Guide.

- ❑ National Fire Incident Reporting System NFIRS Data Entry/Validation Tool.

- ❑ National Fire Incident Reporting System NFIRS System Administration Tool.

- ❑ National Fire Incident Reporting System NFIRS Configuration Tool.

- ❑ Assess the materials against the training objectives and design.

❑ Develop draft training materials.

- ❑ Draft the training materials required by the design. (Refer to Tips for Creating Effective Visuals in the Tools section of the Toolkit.)

- ❑ Check to make sure that the training materials match the design.

- ❑ Have editorial personnel review the materials.

- ❑ Have subject-matter experts review the technical content.

- ❑ Make all needed revisions to the materials.

❑ Pilot test the draft training materials.

- ❑ Pilot test the draft training materials.

- ❑ Analyze pilot-test evaluation results.

❑ Finalize the training materials.

- ❑ Make revisions to the training materials based on the pilot-test results.

- ❑ Conduct a final editorial and subject-matter expert review.

Back to Top

Implement (Refer to the Links to Pages With Information About Instructional Design section of the Links section of the Toolkit for general information about training implementation tasks.)

Links to Pages With Information About Instructional Design

❑ Contact the organization for which you are going to deliver training and gather information about the specific training needs and limitations of the class to be trained. (Refer to the Pre-Class Checklist in the Tools section of the Toolkit.)

❑ Take care of training logistics.

   ❑ Make arrangements for the use of a local training room, if applicable. (Refer to the Training Room Setup Checklist in the Tools section of the Toolkit for details.)

   ❑ Notify training participants/presenters and post signs.

   ❑ Get, check, and arrange all needed equipment and materials.

   ❑ Set up the training room. (Refer to the Training Room Setup Checklist in the Tools section of the Toolkit for details).

❑ Prepare yourself and other team members, if applicable.

   ❑ Review all training materials.

   ❑ Work with co-instructors to clarify responsibilities, if applicable.

   ❑ Get ready to present (e.g., practice, relax, etc.).

❑ Conduct the training.

   ❑ Perform introductions and housekeeping.

      ❑ Introduce yourself to the students.

      ❑ Ask students to introduce themselves to the class.

      ❑ Pass around the class roster and ask the students to verify student contact data on the class roster.

❑ Present the session. (Refer to the <u>Do's and Don'ts of Effective Presentation</u> in the Tools section of the Toolkit for details.)

❑ Handle student questions.

   ❑ Answer questions during class whenever possible.

   ❑ Record questions you cannot answer during class.

      ❑ Research any unresolved questions as soon as possible after class.

      ❑ Send restatements of such questions with answers to all students in the class as soon as possible after class.

❑ Collect training evaluations from the participants and forward them to the training manager in accordance with training evaluation policies and procedures.

❑ Distribute completion certificates (e.g., at the end of class or by mail shortly following class).

❑ Meet with the training team to debrief, if applicable.

❑ Write up a summary of notes, comments, and observations about the class and forward it to the training manager in accordance with training evaluation policies and procedures.

❑ Annotate course completion status on the class roster and send the class roster to the training manager in accordance with training administration policies and procedures.

❑ Put the training materials that will be used again back into proper order.

<u>Back to Top</u>

Evaluate (Refer to the <u>Links to Pages With Information About Instructional Design</u> section of the Links section of the Toolkit for general information about training evaluation tasks.)

❑ Develop a training evaluation plan.

❑ Determine the type of evaluation you will conduct. You may want to develop one or more of the following types of evaluation instruments:

    ❑ Obtain participants' reactions upon completion of the course.

    ❑ Test participants upon completion of the course to determine their level of knowledge acquisition.

    ❑ Obtain supervisors' evaluations of participants' performance 1 month following training.

    ❑ Solicit the NFIRS program manager's evaluation of NFIRS data collection 6 months following training and implementation.

❑ Determine if you will use alternative participant assessment techniques to determine the level of knowledge acquisition. (Refer to Using Alternative Assessment Techniques in the Tools section of the Toolkit.

❑ Determine what data will be collected.

❑ Identify the source(s) from which the data will be collected.

❑ Determine how the data will be collected.

❑ Collect and analyze the training evaluation data.

    ❑ Develop data collection instruments.

    ❑ Develop data collection policies and procedures.

    ❑ Develop a data analysis plan.

    ❑ Collect the training data.

    ❑ Analyze the training data.

      ❑   Report the training evaluation results.

          ❑   Develop conclusions and results.

          ❑   Present findings to all stakeholders.

Back to Top

Administer

❑   Establish instructor qualification requirements. Such requirements might include the following:

      ❑   Trainers must have basic instructor skills and must be certified instructors, level I or II.

      ❑   Trainers must complete the NFIRS 5.0 Train-the-Trainer course before teaching NFIRS courses.

      ❑   Trainers must be computer literate. **NOTE:** You may want to develop a detailed list of prerequisite computer skills necessary to teach NFIRS 5.0 courses if your trainers have limited computer skills.

❑   Establish student registration and scheduling requirements.

      ❑   Develop a plan for:

          ❑   Registering students.

          ❑   Scheduling classes.

          ❑   Scheduling instructors.

          ❑   Canceling classes.

          ❑   Canceling individual student registrations.

          ❑   Generating a class roster for each class that includes student names, addresses, departments, phone numbers, and email addresses.

❑ Delivering class rosters to instructors prior to class.

❑ Develop policies and procedures to support the plan.

❑ Develop student course completion tracking guidelines.

❑ Develop a plan to track student course completion including:

❑ Delivery of completed class rosters to the training manager following class completion.

❑ The use of a training database or the training module of your fire administration software to track student course completion.

❑ Applying for Continuing Education Units (CEUs) for the courses developed, and tracking CEUs earned by students.

❑ Create an attractive course completion certificate, signed by the instructor, that is issued to each student at the end of the course or mailed to students shortly after course completion.

❑ Develop policies and procedures to support the plan.

Back to Top

Budget To Support the Plans

❑ Develop a budget to support the above plans and systems and consolidate it with the budgets developed for all other aspects of NFIRS. (Refer to the Planning, Managing, Using NFIRS Data, Marketing, and Support modules of the Toolkit for additional NFIRS budget items.)

Back to Top

Click on the Next arrow to continue.

Programming Notes:
Locate the Print button on this screen. When the Print button is clicked, print the document TrainingTaskList1.doc. (**NOTE:** This document will be developed following review of the storyboards.)
Create hypertext links to the documents or Toolkit sections shown in blue and underlined in the Task List. Make this a single scrollable page.
The bulleted section titles on the top of this page will function as buttons. When the buttons are clicked, take the user directly to the section of the page where the section begins.
Add Back to Top links at the end of each section to return the user to the top of the page.

Training				
USFA Logo	Main Menu	Help	Glossary	

Tutorial Menu

Task List

FAQs

Manuals

Samples

Tools

Links

Training To Support Third-Party Software Task List

Use the Training To Support Third-Party Software Task List as a guide as you develop your NFIRS 5.0 Training Plan and coordinate that plan with your other NFIRS implementation plans.

You may scroll through the entire Task List or click on a topic below to go to the tasks related to that topic. Click on the hypertext links in the Task List to go directly to the online viewable version of the documents referenced in the Task List.

Print

- **Analyze**

- **Design**

- **Develop**

- **Implement**

- **Evaluate**

- **Administer**

- **Budget To Support Your Training Plan**

Analyze (Refer to the Links to Pages With Information About Instructional Design section of the Links section of the Toolkit for general information about training analysis tasks.)

NOTE: Use the NFIRS 5.0 Training Analysis Checklist in the Tools section of the Toolkit for assistance in completing the analysis phase.

- ❑ Analyze the training target audience.

  - ❑ Who needs to be trained?

  - ❑ What are their current levels of related knowledge and skills (e.g., general computer literacy, previous use of fire incident reporting software, use of other fire administration software)?

  - ❑ What are their learning styles and preferences?

      ❑   What training audience limitations or constraints exist that will impact training course design, development, and delivery?

      ❑   Are the members of the training target audience motivated to receive the training?

❑   Describe the training need.

      ❑   What does each training target audience group need to learn in order to use NFIRS 5.0 effectively?

      ❑   What is the commitment on the part of decisionmakers to provide NFIRS 5.0 training to the training target audience? (Refer to the Marketing section of the Toolkit for details relating to selling NFIRS 5.0 to decisionmakers.)

❑   Review the training materials and resources of the third-party vendor you have selected.

      ❑   Determine what training your vendor can provide.

          ❑   Review both the instructor and student guides your vendor uses for training.

          ❑   Review your vendor's instructor training and qualification requirements.

          ❑   Review your vendor's training evaluation plan.

      ❑   Determine if your vendor…

          ❑   Provides a single class for all users.

          ❑   Provides modularized courses including:

              ❑   System overview training.

              ❑   Data entry tool training.

              ❑   Report generation training.

              ❑   Validation process training.

❑ System administration training.

❑ Other training: _____

❑ Is willing to modify or customize the courses to better fit your training target audiences.

❑ Is willing to provide you with electronic copies of training materials so that you can modify or customize the courses to fit your training target audiences.

❑ Has an evaluation plan.

❑ Does your vendor's plan fit your evaluation needs?

❑ Do you need to develop modified or supplemental evaluation instruments?

Back to Top

Design (Refer to the Links to Pages With Information About Instructional Design section of the Links section of the Toolkit for general information about training design tasks.)

NOTE: Use the NFIRS 5.0 Training Design Guidelines job aid in the Tools section of the Toolkit for assistance in completing the design phase.

❑ If the training materials provided by your vendor meet your training needs fully and completely, go directly to the Implement task section of the task list. If, however, you find that you must modify, customize, or develop supplemental training materials to fully meet your training requirements, go to the next task in this list.

❑ Write learning objectives.

❑ Draft objectives stating the activities, conditions, and standards.

❑ Sequence the objectives in a logical order.

❑ Identify evaluation strategies for each objective.

❑ Check to make sure that the objectives support the desired on-the-job performance.

❑ Outline the training content.

❑ Identify the training content needed to support the acquisition of the learning objectives.

❑ Organize and sequence the content into instructional units.

❑ Develop detailed outlines.

❑ Check to make sure that the content is sufficient to allow your target audience to achieve the objectives.

❑ Select the training methods and media.

❑ Select the training methods and media to present each topic based on your target audience analysis.

❑ Determine what information can be delivered in a presentation format.

❑ Determine what information can be delivered in a demonstration format.

❑ Determine what information should be delivered in a practice exercise format.

❑ Consider making some of the training materials available electronically via a CD or the Internet.

❑ Check to make sure that the methods and media match the types of content to be presented and the level of objectives to be achieved.

Back to Top

Develop (Refer to the Links to Pages With Information About Developing Training Materials section of the Links section of the Toolkit for general information about training development tasks.)

❑ If the training materials provided by your third-party vendor fully meet your training requirements, go directly to the Implement task section of the Task List. If, however, you must develop customized or supplemental training materials to fully meet your training needs, complete the tasks in this section of the Task List.

NOTE: Use the NFIRS 5.0 Training Development Guidelines job aid in the Tools section of the Toolkit for assistance in completing the development phase.

❑ Review vendor-provided training materials.

❑ Review both instructor and student guides.

NOTE: Most or all of the information you may need to design and develop customized training materials for your organization may be available in the materials provided by your vendor. You may need to "cut and paste" the existing materials into new documents that better fit your training needs.

❑ Assess the materials against the training objectives and design.

❑ Develop draft training materials.

  ❑ Draft the training materials required by the design. (Refer to Tips for Creating Effective Visuals in the Tools section of the Toolkit.)

  ❑ Check to make sure that the training materials match the design.

  ❑ Have editorial personnel review the materials.

  ❑ Have subject-matter experts review the technical content.

  ❑ Make all needed revisions to the materials.

❑ Pilot test the draft training materials.

  ❑ Pilot test the draft training materials.

  ❑ Analyze pilot-test evaluation results.

❑ Finalize the training materials.

  ❑ Make revisions to the training materials based on the pilot-test results.

  ❑ Conduct a final editorial and subject-matter expert review.

Back to Top

Implement (Refer to the Links to Pages With Information About Instructional Design section of the Links section of the Toolkit for general information about training implementation tasks.)

  ❑ Determine how your third-party vendor will implement training throughout your organization.

❑ If your vendor will provide all training courses and all of your subordinate organizations will contact the vendor directly to implement training, go directly to the Evaluation section of the task list.

❑ If your vendor will provide all training courses but the logistical arrangements will be completed centrally through your organization, complete the Take care of training logistics tasks in this section of the Task List.

❑ If your organization will provide customized or supplemental training for your subordinate organizations, complete all of the tasks in this section of the Task List.

❑ Contact the organization for which you are going to deliver training and gather information about the specific training needs and limitations of the class to be trained. (Refer to the Pre-Class Checklist in the Tools section of the Toolkit.)

❑ Take care of training logistics.

❑ Make arrangements for the use of a local training room, if applicable. (Refer to the Training Room Setup Checklist in the Tools section of the Toolkit for details.)

❑ Notify training participants/presenters and post signs.

❑ Get, check, and arrange all needed equipment and materials.

❑ Set up the training room. (Refer to the Training Room Setup Checklist in the Tools section of the Toolkit for details.)

❑ Prepare yourself and other team members, if applicable.

❑ Review all training materials.

❑ Work with co-instructors to clarify responsibilities, if applicable.

❑ Get ready to present (e.g., practice, relax, etc.).

❑ Conduct the training.

❑ Perform introductions and housekeeping.

❑ Introduce yourself to the students.

❑ Ask the students to introduce themselves to the class.

❑ Pass around the class roster and ask the students to verify student contact data on the class roster.

❑ Present the session. (Refer to the Do's and Don'ts of Effective Presentation in the Tools section of the Toolkit for details.)

❑ Handle student questions.

❑ Answer questions during class whenever possible.

❑ Record questions you cannot answer during class.

❑ Research any unresolved questions as soon as possible after class.

❑ Send restatements of such questions with answers to all students in the class as soon as possible after class.

❑ Collect training evaluations from the participants and forward them to the training manager in accordance with training evaluation policies and procedures.

❑ Distribute completion certificates (e.g., at the end of class or by mail shortly following class).

❑ Meet with the training team to debrief, if applicable.

❑ Write up a summary of notes, comments, and observations about the class and forward it to the training manager in accordance with training evaluation policies and procedures.

❑ Annotate course completion status on the class roster and send the class roster to the training manager in accordance with training administration policies and procedures.

❑ Put the training materials that will be used again back into proper order.

Back to Top

Evaluate (Refer to the Links to Pages With Information About Instructional Design section of the Links section of the Toolkit for general information about training evaluation tasks.)

❑ Develop a training evaluation plan.

❑ Determine the type of evaluation you will conduct. You may want to develop one or more of the following types of evaluation instruments:

❑ Obtain participants' reactions upon completion of the course.

❑ Test participants upon completion of the course to determine their level of knowledge acquisition.

❑ Obtain supervisors' evaluations of participants' performance 1 month following training.

❑ Solicit the NFIRS program manager's evaluation of NFIRS data collection 6 months following training and implementation.

❑ Determine if you will use alternative participant assessment techniques to determine the level of knowledge acquisition. (Refer to Using Alternative Assessment Techniques in the Tools section of the Toolkit.

❑ Determine what data will be collected.

❑ Identify the source(s) from which the data will be collected.

❑ Use your own evaluation instrument(s) for data collection.

❑ Use evaluation instrument(s) provided by your vendor for data collection.

❑ Use a combination of evaluation instruments for data collection.

❑ Determine how the data will be collected.

❑ Collect and analyze the training evaluation data.

❑ Develop data collection instruments.

❑ Develop data collection policies and procedures.

❑ Develop a data analysis plan.

❑ Collect the training data.

❑ Analyze the training data.

❑ Report the training evaluation results.

❑ Develop conclusions and results.

❑ Present findings to stakeholders…

   ❑ Within your organization.

   ❑ Within your vendor's organization.

Back to Top

Administer

❑ Determine your role in training administration.

   ❑ If your vendor will be responsible for registration and scheduling of all training courses, complete only the Develop student course completion tracking guidelines tasks in this section of the Task List.

   ❑ If your organization will be responsible for registration and scheduling of some or all of the training courses, complete the Establish student registration and scheduling requirements and the Develop student course completion tracking guidelines tasks in this section of the Task List.

   ❑ If your organization will be responsible for providing modified or supplemental training courses, complete all tasks in this section of the Task List.

❑ Establish instructor qualification requirements. Such requirements might include the following:

   ❑ Trainers must have basic instructor skills and must be certified instructors, level I or II.

   ❑ Trainers must complete the NFIRS 5.0 Train-the-Trainer course before teaching NFIRS courses.

   ❑ Trainers must be computer literate. **NOTE:** You may want to develop a detailed list of prerequisite computer skills necessary to teach NFIRS 5.0 courses if your trainers have limited computer skills.

❑ Establish student registration and scheduling requirements.

   ❑ Develop a plan for:

      ❑ Registering students.

      ❑ Scheduling classes.

      ❑ Scheduling instructors.

> ❑ Canceling classes.
>
> ❑ Canceling individual student registrations.
>
> ❑ Generating a class roster for each class that includes student names, addresses, departments, phone numbers, and email addresses.
>
> ❑ Delivering class rosters to instructors prior to class.

❑ Develop policies and procedures to support the plan.

❑ Develop student course completion tracking guidelines.

❑ Develop a plan to track student course completion including:

> ❑ Delivery of completed class rosters to the training manager following class completion.
>
> ❑ The use of a training database or the training module of your fire administration software to track student course completion.
>
> ❑ Applying for Continuing Education Units (CEUs) for the courses developed, and tracking CEUs earned by students.

❑ Create an attractive course completion certificate, signed by the instructor, that is issued to each student at the end of the course or mailed to students shortly after course completion.

❑ Develop policies and procedures to support the plan.

Back to Top

Budget To Support the Plans

❑ Develop a budget to support the above plans and systems and consolidate it with the budgets developed for all other aspects of NFIRS. (Refer to the Planning, Managing, Using NFIRS Data, Marketing, and Support modules of the Toolkit for additional NFIRS budget items.)

Back to Top

Click on the Next arrow to continue.

Programming Notes:
Locate the Print button on this screen. When the Print button is clicked, print the document TrainingTaskList2.doc. (**NOTE:** This document will be developed following review of the storyboards.)
Create hypertext links to the documents or Toolkit sections shown in blue and underlined in the Task List.
Make this a single scrollable page.
The bulleted section titles on the top of this page will function as buttons. When the buttons are clicked, take the user directly to the section of the page where the section begins.
Add Back to Top links at the end of each section to return the user to the top of the page.

Training				
USFA Logo	**Main Menu**	**Help**	**Glossary**	
Tutorial Menu	**FAQs** The following frequently asked questions and answers relating to Training NFIRS may help you as you develop and deliver training in your organization.			⇦ ⇨ Print

Task List

FAQs

Manuals

Samples

Tools

Links

You may scroll through the entire list of questions or click on a question below to display the answer. Click the Print FAQs button to print the FAQs.

Why should I develop small modules of training content to be delivered in customized classes instead of just developing one large course?

Why do I need to develop step-by-step instructions as part of the student guides?

How important are completion certificates?

Why do I need to either have students complete a course evaluation or use an alternative assessment technique?

Why should I develop small modules of training content to be delivered in customized classes instead of just developing one large course?	The departments you will train are likely to have very different training needs. They may also have dramatically different training limitations. One department may need and want a full-scale training course with hands-on NFIRS case-study exercises conducted over a 2-day period. Another department may only be able to give you 4 hours during a duty shift at the firehouse to present an overview of the system and a demonstration of how the modules are used. You need to have training that is flexible enough to deliver the best quality training you can under both circumstances.
Back to Top	
Why do I need to develop step-by-step instructions as part of the student guides?	• Students use step-by-step instructions long after the class is completed. • Step-by-step instructions help students recall the steps demonstrated and used during class, especially if they are detailed and every step is included. • Such instructions give students confidence in their ability to use the system after the class is over, even if they do so on an infrequent basis.
Back to Top	

	How important are completion certificates?	Completion certificates help to provide motivation to complete the training and they serve as a tangible recognition of the student's course accomplishment.
	Back to Top	
	Why do I need to either have students complete a course evaluation or use an alternative assessment technique?	Training evaluation allows you to make continuous quality improvements to your training and lets managers know what benefits have been derived from their investment in training.
	Back to Top	

Click on the Next arrow to continue.

Programming Notes:
Locate the Print button on this screen. When clicked, print the document TrainingFAQs.doc. (**NOTE:** This document will be developed following review of the storyboards.)
Make this a single scrollable page.
The bulleted questions on the top of this page will function as buttons. When the buttons are clicked, take the user directly to the section of the page where the section begins.
Add Back to Top links at the end of each section to return the user to the top of the page.

Training				
USFA Logo	**Main Menu**	**Help**	**Glossary**	

Tutorial Menu

Task List

FAQs

Manuals

Samples

Tools

Links

<u>Manuals</u>

The following manuals contain information referenced in this section.

Click on the Training buttons to view or download specific pages in the manual containing training information. Click on the Entire Document buttons to view or download the entire document.

Uses of NFIRS: The Many Uses of the National Fire Incident Reporting System	**Entire Doc**			
This document details ways various agencies and organizations access and use NFIRS at the local, State, and national levels. Refer to this section for information that may be useful in developing the overview portions of your training materials.	View		Download	
Introduction to NFIRS 5.0, Student Manual	**Training**		**Entire Doc**	
The Introduction and Overview section of this manual contains a discussion the features of NFIRS 5.0. Many of these features are new, and you may want to highlight them in the overview portions of your training materials.	View	Download	View	Download
NFIRS 5.0 Design Documentation, January 2001	**Training**		**Entire Doc**	
The System Overview section of this manual contains good system overview details. You may want to use this information in the overview sections of your training materials.	View	Download	View	Download
National Fire Incident Reporting System Program Management, Student Manual	**Training**		**Entire Doc**	
This manual is used by students taking the Program Management Course. Review Unit 5 for valuable information on building a presentation using PowerPoint. Review all of the other units for information that you can use in materials developed for customized training courses.	View	Download	View	Download
National Fire Incident Reporting System Program Management, Instructor Guide	**Training**		**Entire Doc**	
This manual is used by instructors teaching the Program Management Course. Use this as a sample instructor guide and as a resource when developing your training materials. It contains some resources not found in the student guide.	View	Download	View	Download

NFIRS National Fire Incident Reporting System Handbook	**Training**		**Entire Doc**	
This handbook contains detailed information regarding the individual data fields including a definition of each field, the purpose of each field, data to be entered, and an example. Use this handbook to develop step-by-step instructions.	View	Down-load	View	Down-load
National Fire Incident Reporting System, Version 5.0, Quick Reference Guide	**Training**		**Entire Doc**	
This document is a guide to all of the modules with brief description of each field including lists of code numbers for fields that require a code. You may want to provide a copy of this guide to students in paper form or in electronic form on a CD or via the Internet.	View	Down-load	View	Down-load
National Fire Incident Reporting System NFIRS Data Entry/Validation Tool	**Training**		**Entire Doc**	
This document is a guide to the use of the Data Entry Tool including the Validation process, with step-by-step instructions for key functions and processes. Use this guide to prepare step-by-step instructions.	View	Down-load	View	Down-load
National Fire Incident Reporting System NFIRS System Administration Tool	**Training**		**Entire Doc**	
This document is a guide to the NFIRS 5.0 System Administration functions, with step-by-step instructions for key functions and processes. Use this guide to prepare step-by-step instructions.	View	Down-load	View	Down-load
National Fire Incident Reporting System NFIRS Configuration Tool	**Training**		**Entire Doc**	
This document is a guide to NFIRS 5.0 System Configuration, with step-by-step instructions for key functions and processes. Use this guide to prepare step-by-step instructions.	View	Down-load	View	Down-load

Click on the Next arrow to continue.

Programming Notes:
When clicked, the View and Download buttons display the following documents or set up download of the documents shown.
Uses of NFIRS: The Many Uses of the National Fire Incident Reporting System
This document is located on the Resources CD: /Reports/nfirsuse.pdf
Use only Entire Document button for this document.
Introduction to NFIRS, Student Manual
This document is located on the Resources CD, /Introduction/Student Manual/Intro_new.doc
Training button: Introduction, pages 1-3 – 1-10
Entire Document button – Entire document in PDF format.
NFIRS 5.0 Design Documentation, January 2001
Document is located on the Resources CD, /NFIRS 5 System Specifications/nfirspec.zip
Training button: Section 2: System Overview (pages 7 – 21) in PDF format
Entire Document button – Entire document in PDF format.

National Fire Incident Reporting System Program Management Course, Student Manual
Document location – TBD.
Training button: Unit 5. Presentation Techniques
Entire Document button – Entire document in PDF format.
National Fire Incident Reporting System Program Management Course, Instructor Guide
Document location – TBD.
Training button: Not available
Entire Document button – Entire document in PDF format.
NFIRS National Fire Incident Reporting System Handbook
Document is located on the Resources CD, /NFIRS 5.0 User Guides/NFIRS 5.0 Reference
Guide/nfirs5.0guide.exe
Training button: Not available
Entire Document button – Entire document in PDF format.
National Fire Incident Reporting System, Version 5.0, Quick Reference Guide
Document is located on the Resources CD, /NFIRS 5.0 User Guides/NFIRS 5.0 Quick Reference Guide
Training button: Not available
Entire Document button – Entire document in PDF format.
National Fire Incident Reporting System NFIRS Data Entry/Validation Tool
Document is located on the Resources CD, /NFIRS Client V.3.00/DETGuide.pdf
Training button: Not available
Entire Document button – Entire document in PDF format.
National Fire Incident Reporting System NFIRS System Administration Tool
Document is located on the Resources CD, /NFIRS Client V.3.00/SysAdminGuide.pdf
Training button: Not available
Entire Document button – Entire document in PDF format.
National Fire Incident Reporting System NFIRS Configuration Tool
Document is located on the Resources CD, /NFIRS Client V.3.00/ConfigGuide.pdf
Training button: Not available
Entire Document button – Entire document in PDF format.

Training				
USFA Logo	**Main Menu**	**Help**	**Glossary**	

Tutorial Menu	**Samples** ⇦ ⇨
Task List	
FAQs	**Click on the buttons to the right of the samples shown below to display the samples on your screen or to download a copy.**

Manuals	**Case Studies** A collection of case studies from States, counties, and departments of all sizes showing how NFIRS 5.0 data have been of benefit to them. You may want to use these cases in your training as verbal examples, as detailed scenarios for demonstrations, or for practice exercises.	View	Down-load
Samples			
Tools			
Links	**Oklahoma City Bombing** Sample, well-known incident with multiple exposures. You may want to include this incident as an example in your training, either as a verbal example or as a detailed case study for a student exercise.	View	Down-load
	Contained Fire Case Study Sample contained fire case study with graphic representation of completed Federal Client Tool screens. You may want to include this incident as an example in your training, either as a verbal example or as a detailed case study for a student exercise.	View	Down-load
	EMS Case Study Sample EMS case study with graphic representation of completed Federal Client Tool screens. You may want to include this incident as an example in your training, either as a verbal example or as a detailed case study for a student exercise.	View	Down-load
	Structure Fire Case Study Sample structure fire case study with graphic representation of completed Federal Client Tool screens. You may want to include this incident as an example in your training, either as a verbal example or as a detailed case study for a student exercise.	View	Down-load
	⇦ ⇨		

Click on the Next arrow to continue.

Programming Notes:
When clicked, the View and Download buttons display the following documents or set up download of the documents shown.
Case Studies
BenefitsCaseStudies.doc
Oklahoma City Bombing
NOTE: Marion Long indicated that he would provide a written case study for this incident, and it should then be entered into NFIRS 5.0 and the screen captures provided as well.
Contained Fire Case Study
This case study was included in the Overview module on screen 1.20. The same pages can be used here.

EMS Case Study
This case study was included in the Overview module on screen 1.21. The same pages can be used here.
Structure Fire Case Study
This case study was included in the Overview module on screen 1.22. The same pages can be used here.

Training				
USFA Logo	**Main Menu**	**Help**	**Glossary**	

Tutorial Menu	**Tools**		
Task List	**Click on the buttons to the right of the tools shown below to display the tools on your screen or to download a copy.**		
FAQs			

Manuals **Samples**	**Tips for Creating Effective Visuals** List of tips and guidelines for preparing effective visual aids. You may want to review these tips when preparing your training presentation materials.	**View**	**Down-load**
Tools **Links**	**Do's and Don'ts of Effective Presentation** List of do's and don'ts for effective presentations. As you prepare to deliver your training presentations for large or small groups, these guidelines will come in handy.	**View**	**Down-load**
	NFIRS 5.0 Training Analysis Checklist Detailed training analysis checklist with potential NFIRS 5.0 training target audience groups and information you may want to collect about each. Use this checklist as a starting point for conducting your training analysis.	**View**	**Down-load**
	NFIRS 5.0 Training Design Guidelines Detailed training design guidelines with a discussion of how and why you might choose to use them. Use these guidelines to help you start the training design process.	**View**	**Down-load**
	NFIRS 5.0 Training Development Guidelines Detailed training development guidelines with a discussion of how and why you might choose to use them. Use these guidelines to help you save time during the development phase.	**View**	**Down-load**
	Training Room Setup Checklist Detailed checklist of questions to ask and things to do as you arrange for and set up the training room. Use this checklist as a starting point to develop your own checklist to make training room setup faster and more efficient.	**View**	**Down-load**
	Using Alternative Assessment Techniques A chart of potential alternative training participant assessment techniques. Use these techniques instead of or in addition to other evaluation instruments.	**View**	**Down-load**
	Budget Items Table Table that identifies and describes key items to be included in the budget. You may want to use this table when putting together your budget for NFIRS 5.0 implementation.	**View**	**Down-load**
	Suggested NFIRS Implementation Policies and Procedures Detailed list and description of policies and procedures you may want to write and distribute when you implement NFIRS 5.0.	**View**	**Down-load**

	Pre-Class Checklist Questions to ask about the students in the class you are preparing to deliver. Use this checklist to help you select the appropriate training modules for delivery to the class.	**View**	**Down-load**
		⬅ ➡	
Click on the Next arrow to continue.			

Programming Notes:
When clicked, the View and Download buttons display the following documents or set up download of the documents shown.
Tips for Creating Effective Visuals - EffectiveVisuals.doc
Do's and Don'ts of Effective Presentation - EffectivePresentation.doc
NFIRS 5.0 Training Analysis Checklist - AnalysisGuidelines.doc
NFIRS 5.0 Training Design Guidelines - DesignGuidelines.doc
NFIRS 5.0 Training Development Guidelines - DevelopmentGuidelines.doc
Training Room Setup Checklist - ClassSetupChecklist.doc
Using Alternative Assessment Techniques - AlternativeAssessment.doc
Budget Items Table - Budget.doc
Suggested Policies and Procedures - Policies.doc
Pre-Class Checklist - Pre-Class Checklist.doc

Training	Screen 7.0

Training				
USFA Logo	**Main Menu**	**Help**	**Glossary**	

<table>
<tr>
<td>

Tutorial Menu

Task List

FAQs

Manuals

Samples

Tools

Links

</td>
<td>

Links

This page contains a number of links you may find useful in training as part of your NFIRS 5.0 implementation.

Click on a link to display the identified Web site. You may scroll through the entire list or click on a topic heading below to go to the links related to that topic. The Web site will be displayed in a new browser window.

- **Links to Pages With Information About Instructional Design**
- **Links to Pages With Information About Designing and Delivering Presentations**
- **Links to Pages With Information About Developing Training Materials**

</td>
</tr>
</table>

Links to Pages With Information About Instructional Design

Big Dog's ISD Page Link to a page containing detailed outlines and supporting articles for all of the steps included in the instructional systems design (ISD) process. Go to this page to find detailed information about the process and how to perform the various tasks.	http://www.nwlink.com/~donclark/hrd/sat.html
Learnativity Link to a page containing links to many different training-related Web sites. Check out this page to find out more about training.	http://www.learnativity.com/
Training Supersite Link to a site containing links to hundreds of training-related Web sites. You may want to take a look at this site to do research on a specific training problem or to find training resources.	http://www.trainingsupersite.com/

Back to Top

Links to Pages With Information About Designing and Delivering Presentations

Building A Presentation This link to the PowerPointers Web site provides information and articles on creating presentations. Check this site often for ideas and information about how to use presentation tools and how to design presentation materials.	http://www.powerpointers.com

Designing and Building Presentations This link to the 3-M Web site provides many links to information and articles on creating and delivering effective presentations including downloadable PowerPoint templates. Check this site often for new ideas and suggestions on effective presentation of information.	http://www.mmm.com/meetingnetwork/ presentations
Great Speaking *GREAT SPEAKING* is a free electronic magazine for Presentation Skills Tips, Speaking 4 Money, Speaking Business Referrals, Speaker Training, Speaker Humor, Training, and other public speaking related features. Go to this site to subscribe to the electronic magazine.	http://www.antion.com/ezinesubscribe.htm
Back to Top **Links to Pages With Information About Developing Training Materials**	
Graphic Design Resource This link to the Graphic Design Resource Web site contains links to articles and pages containing information about effective graphic design for paper or electronic distribution. Check out this site for ideas and tips before designing your training job aids.	http://www.deezin.com/broch.html
The Ink Well This link to the design page of The Ink Well Web site contains links to graphic design tips. Check out this site for suggestions and guidelines before you develop printed training materials.	http://www.iwa.com/design.htm
Ideabook This link to the Ideabook Web site contains information about the design of your message for inclusion in brochures and newsletters. Check this site out for suggestions when you start designing training materials.	http://www.ideabook.com/freebook.htm
Back to Top	
Click on the Next arrow to continue.	

Training	Screen 7.0b

Programming Notes:
Make this a single scrollable page.
The bulleted section titles on the top of this page will function as buttons. When the buttons are clicked, take the user directly to the section of the page where the section begins.
Add Back to Top links at the end of each section to return the user to the top of the page.
When any Internet link on this page is clicked, open a new browser window to display the link.