

Chapter 9

TRAINING MANAGEMENT

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Introduction

Overview

Successful delivery of a course does not stop with the successful execution of the beta/pilot test. There are many management activities that take place to ensure the course is fully integrated into the training system. It is critical that these elements work efficiently to support the instruction and are not forgotten.

Audience

Primary Audience: This section of the SOP is for the branch chief, school chief, course chief, or training officer possible working in conjunction with a the FORCECOM Training Manager and/or Program Manager (and related programs).

Secondary Audience: Course developers, instructional systems specialists, master training specialists, and instructors.

Training and Performance Functions

SOP, Vol. 13 identifies five key training and performance functions:

- Instructor
- Instructional Designer
- Master Training Specialist
- Certified Performance Technologist
- Training Manager

With the exception of this chapter, the majority of this volume of the SOP is geared towards instructional designers – performance technologists might have assisted in the analysis of the performance problem; master training specialists have a role in tryout and evaluation of materials; and instructors are responsible for the execution of the instruction. The focus of this chapter is to provide Training Mangers (school chiefs, course chiefs, branch chiefs, etc.) the standards for ensuring their roles and responsibilities for each training and performance function are conducted and documented. See *SOP, Vol. 13* for more information on defining the roles and responsibilities.

Introduction, Continued

Process

The training management continues after the successful validation of the course and final revisions to instructional materials are made (as detailed in *Chapter 6: Implementation*). Follow-on activities include ensuring training functions are in place to support cost-efficient, professional, and student-centered instruction.

These management activities ensure that the schoolhouse is capable of producing confident, capable graduates in alignment with stakeholder requirements, expectations, and needs.

The checklist provided in *Appendix Z* is designed for evaluation of four strategic training management functions:

- Administration
- Staff
- Development
- Delivery

Key Training Results

The checklists provided in *Appendix Z* are included to ensure:

- Training system functions in place to support instruction.
 - Required resources available, scheduled, and ready to support instruction.
 - Instructors prepared to conduct training.
 - Supervisors prepared to administer training.
 - Instruction is:
 - Cost-efficient
 - Professional
 - Student-centered
 - In alignment with training system specifications
 - Sufficient to meet job performance requirements
 - Planned revisions completed and the course is fully implemented within the training system.
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Training Management Function: Administration

Overview

Training Administration has an often unheralded yet important role in efficient operation and maintenance of the training system. Without capable administration—including distribution of materials and scheduling of resources—the quality and value of instruction would be diminished. When student materials are not produced on time to an acceptable standard, the system’s capability to provide professional, student-centered instruction is compromised. People with pay, leave, or berthing problems may not be fully engaged in their duties. If facilities and resources are not efficiently scheduled, training may be disrupted or cancelled, jeopardizing the ability of the Coast Guard to perform its missions.

Key Tasks for Administration

Training system administration includes the following key tasks:

- Administrative support for the production of documents such as training standards, curriculum outlines, instructor guides, and student materials
 - Writing reports, letters, messages, and other correspondence
 - Maintaining personnel, training, equipment, and correspondence records
 - Providing student and staff administrative services
 - Scheduling and tracking of resources and equipment, including calculation and monitoring of annual student throughput, scheduling students for classes, quota control, or classroom and equipment allocation
 - Identifying health, safety, welfare and environmental hazards
 - Assessing health, safety, welfare and environmental risks
 - Implementing risk management strategies and monitoring their effectiveness
 - Managing student resources
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Training Management Function: Staff

Overview

The managing of your training staff (instructors) is crucial for the training manager because for the vast majority of the time, it is the instructor that has the most contact with the students. It is the instructors that choose to follow or ignore instructor guides and it is the instructors that are responsible for applying the same evaluation standards for every learner.

It is training management responsibility to ensure that instructors are competent, professional, and capable of maintaining a learner-centered environment. Classroom observations and the professional development opportunities are the means by which training managers can have the greatest input on the instructors.

Key Tasks for Managing Instructors

Management of instructional staff includes the following key tasks:

- Scheduling an adequate numbers of instructors to support training requirements
 - Confirm instructors are qualified and ready to deliver the instruction
 - Ensures instructors maintain current expertise in the subject matter through operational participation, field observation, or specialized training
 - Mandate and document professional development of its instructor staff
 - Use classroom observations and Instructor Feedback Forms (IFF) as part of supervisory quality checks of instructor preparations, class preparations, and performance
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Training Management Function: Development

Overview

The management of instructional development is simply put the guaranteeing that Coast Guard Training System SOPs are used for the development and evaluation of instructional materials. Does the school or schools they are responsible for use the proper procedures for the creation, maintenance, and upkeep of their courses?

Key Tasks for Development

Management of instructional development includes the following key tasks:

- Determining if courses were created using the Coast Guard Instructional Design Model or similar industry-recognized, systematic approach to training
 - Using an archiving system to store and retrieve program and curriculum development documents
 - Writing, signing, and routing Curriculum Outlines for each of its courses
 - Pursuing ACE accreditation for each of its courses
 - Ensuring the school has current analysis documents (FEA, OA, JTA, etc.) or tasking memo for each of its courses
 - Using a Course Assessment Process (CAP) to ensure instructor guides describe learning activities in sufficient detail to ensure consistent delivery of instruction
 - Conducting Level 1 feedback
 - Reviewing the results of Level 2 testing
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Training Management Function: Delivery

Overview

The training management delivery function includes the means or methods by which instruction is provided to students. Training management is responsible for making sure delivery systems are prepared and ready for use.

This means ensuring instructors are presenting the instruction as designed; computers, training software, training labs, mockups, simulators, etc. are operating as necessary; and the school has procedures for dealing with setting the students up for success.

Key Tasks for Delivery

Management of training delivery includes the following key tasks:

- Ensuring instructor guides are followed for all instruction conducted in the school
 - Ensuring instructors and students have access to learning resource materials and program-related equipment and receive training in its proper use
 - Ensuring suitable classroom space, labs, simulators, equipment, and materials identified in the curriculum outlines are functional
 - Providing an orientation to students
 - Remediating students that fails performance tests
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