CONTINUITY COUNCIL

QUICK GUIDE

CREATING TRAINING FOR YOUR CONTINUITY PROGRAM

Develop a Training Plan

What are you training about?	
Identify existing documents, policies, and procedures which inform the training.	• Organization Continuity Plans • Department, Unit, or Team Continuity Plans • Policy Documents • Procedural Guides, Standard Operating Procedures, Standard Operating Guides
Identify a Purpose Statement for your training or training series.	
Purpose Statement Examples	• Basic – The purpose of this training is to ensure attendees have a basic understanding of continuity and the organization's basic continuity plan and procedures. • Intermediate – The purpose of this training is to ensure attendees understand the specific policies, procedures, and expectations that are laid out in the organization's continuity plan. • Advanced – The purpose of this training is to ensure attendees can operate in a continuity environment through the use of classroom and hands on techniques to learn one or more specific policies, processes, or procedures.
Identify who the prospective audience is.	
There are generally three types of audience members for a continuity training:	• Leadership • Continuity Key Staff/ Emergency Relocation Group (ERG) • All Organizational personnel
The audience will shape the objectives and the content of the training.	• Your organization's leadership may not need to know exactly what communication processes and procedures the ERG is going to follow, only how they will interact with ERG members during a continuity event. • All organization personnel may not need to know the details of the continuity plan, but do need to know what is expected of them and what they can expect from the agency during continuity activation.
Develop Training Objectives	
Training objectives should identify specific outcomes that are desired by the end of the training. Objectives can be tied to a specific level of understanding in various models of educational	Examples: • Students will be able to explain the organization's essential functions and supporting activities that need to continue during a continuity event. • Students will be able to create a business impact analysis for their team or unit.

theory, such as Bloom's Taxonomy. It may be helpful to define a level of engagement you are seeking and choose a verb that will define your expected outcome.	• Students will be able to evaluate how different hazards may impact their organization and how the hazard will impact their team or unit.
Identify the proposed training content and format	
Using your proposed objectives, develop a list of proposed content, including sources.	This does not need to be detailed but should include: • a summary of broad topics • identify what plan, policy, or procedure the information is sourced from
With this information, propose the most appropriate way to convey this information to attendees.	• Online training may be appropriate when you have large groups that need this information and they are difficult to schedule for in person training. It is also appropriate for introductory or basic training. • In-person training may be appropriate for smaller groups or more specialized topics that require the ability to interact and ask questions of a knowledgeable instructor.
What are your audience's background with continuity and emergency management? Has your agency done continuity or related training before?	• If your audience is already well versed in the subject, you may be able to focus your training on more specific information, such as updates to the plans, policies and procedures. • If your audience are unfamiliar with the subject, then your training may need to include significant background information before moving on to the organization's plans, policies, and procedures.

Potential Training Topics you may wish to include:

Continuity 101	Continuity Procedures	Delegation of Authority
Communications	Continuity Activation	Devolution
Orders of Succession	Reconstitution	Records Management
Essential Functions and Essential Supporting Activities	Alternate Location/Telework	Cybersecurity/Disaster Recovery
Home Preparedness: Work at home kits/go kits, general preparedness		

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Develop a Training Plan | ***Get Leadership Buy-In***

Strategies for getting Buy-in.

1) *Identify an executive champion.*
2) *Learn what is most important to your leadership such as budget, safety, etc.*
3) *Present a business case to leadership.*

Training programs are often a significant commitment of time and resources by an organization, due to the cost of development (potentially including hiring of an instructional designer or consultant) and the time required for students to attend the training, which may involve backfill and overtime. Therefore, it is critical that you have support of your organization's leadership when you begin on a continuity training journey.

A useful strategy for gaining leadership buy-in is identifying an executive champion, who understands the need for the continuity program and the associated training. This person can help overcome obstacles by both promoting the program and using their organizational authority to compel participation and compliance when necessary.

Another method for gaining buy-in is buy presenting the business case for the continuity program and why the training portion of that program is important. Depending on your organization's ethos, this may focus on the cost savings from insurance, reduced downtime, and general resilience or it may focus on your ability to continue to meet the critical needs of customers or others who may rely on the organization. Developing a strong analysis, with information on how much disruptions have or could cost your organization, can show that you understand the organization and its needs and are committed to meeting the mission of your organization through increased resilience.

Key areas to Consider

1. Adult learning styles (Resource)
   - ✓ Adults aren't empty vessels: respect their experience and knowledge
   - ✓ Learning styles are an important way to reach your audience. You may not be able to use all of the below methods, but you should try to ensure your training has a mix of visual, audio, and activity-based learning.
     - Visual
     - Auditory
     - Kinesthetic
   - ✓ Make it relevant, concise, and set expectations early
2. Make the training engaging
   - ✓ Your training should be something that students connect and engage with. Trainings should have opportunities for students to share their experiences, knowledge, and expertise, and also provide knowledge in new and interesting ways. Below are some resources that can assist you in developing engaging trainings.
     - The *New* Death by PowerPoint: Fighting Death by PowerPoint; deliver an effective presentation without boring your audience to death (x
     - TedTalks Storytelling Techniques: How to give a great TED Talk
     - 18 Tips for Killer Presentations: Tips for sharpening your presentation skills
3. It is recommended that you take the FEMA E/G0141 Instructional Presentation and Evaluation Skills course, offered both by FEMA and TDEM.

In-Person Training

- ✓ Book a room
  - Ensure you have a room that is large enough for your anticipated audience. The room should have enough space for a classroom layout. Recommended layouts include lecture style, pod style, or U shaped depending on the course material.
- ✓ Training supplies
  - Identify what materials you will provide for students.
    - Will course handouts be digital or paper copies?
    - Will you need chart paper or white boards?
    - Will you need table tents or name tags?
    - Will you provide power strips or outlets for students to use?
    - Will students be using computers or tablets?
- ✓ Audio/Visual
  - Does the training room have an existing A/V system or will you have to provide your own?
  - Do you have access to a projector and screen? Do you have speakers?
- ✓ Food budget/Coffee Budget
  - Will you be providing food for students? Depending on the time of day, you may provide breakfast, coffee only, lunch, or none of these.
- ✓ Breaks
  - It is recommended that you provide a 10-minute break for every 50 minutes of instruction.
- ✓ Appropriate length
- ✓ Right mix of students
  - How do you ensure that the students in the class will complement each other's learning? It is often good to have a mix of students from different departments or areas of your agency.
- ✓ Registration/Learning Management System (LMS)
  - How will you register students and track who still needs to complete the training?
  - Does your agency have a specific training or learning management system they use?

Online Training

- ✓ Learning Management System
  - Does your agency have a learning management system?
  - Who manages it?
  - If your agency doesn't have or use an LMS, how will you disseminate and track training completion?
- ✓ File Format
  - Ensure the files are developed in the correct format for your agency's learning management system.
- ✓ Training Rollout

- How will you announce the training to students?
- Who will be making the announcement?
    - This may be a great opportunity for your executive champion to emphasize the importance of COOP training.

✓ Training Tracking
- Who will be tracking completion and following up with students who have not completed the course?

✓ Verifying Training
- Knowledge checks: help learners become aware of how well they know the training materials and offer insights into areas where they may have knowledge gaps.
    - Quizzes and Tests: can be short and imbedded or at the end.
    - Practical Assessment: watch someone perform a task.
    - Simulations: have the person walk through a scenario performing tasks or describing what they would do.
    - Performance Review: part of the hotwash and After-Action Review process.
    - Online Surveys: as part of the training or after to assess the various methods used.
    - Peer Evaluations: may be part of the exercise or can take place during the hotwash.
    - Self-Assessment: allow participants to assess their own learning through a provided rubric.
    - Breakout Groups: have participants talk through new materials and apply them.
    - Knowledge Sharing Session: have participants provide feedback throughout the process or at the end. Especially after a breakout session.