



# Unit 5: Working With Instructors

CERT Program Manager



FEMA





# Unit Objectives



- At the conclusion of this unit, the participants will be able to establish a process for working with instructors:
  - Describe how to recruit instructors
  - Describe how to orient instructors
  - Explain why to track instructors
  - Describe methods for managing instructors
  - Identify techniques for retaining instructors
  - Explain what to do when terminating an instructor



PM 5-1



# Unit Topics



- The Program Manager and the CERT Instructor
- Recruit Instructors
- Orient Instructors
- Track Instructors
- Manage Instructors
- Retain Instructors
- Terminate an Instructor



PM 5-2



# Heads Up



- How a Program Manager completes activities may differ somewhat depending on status of instructor
  - Some instructors are paid
  - Some instructors are volunteers



PM 5-2



# Program Mgr and Instructors

- Think about requirements for CERT instructor:
  - Job of instructor
  - What makes a competent instructor
- Consider these requirements when developing instructor deployment plan



PM 5-2





# Personnel Needed



- **Course Manager**
  - Deals with logistics of putting on course (may be Program Manager)
- **Lead Instructor**
  - Can instruct and oversee all course modules
- **Unit Instructor**
  - Has proficiency in one or more modules
- **Subject Matter Expert**
  - Provides expertise in specific area of module



PM 5-3



# Possible Configurations

- Course Manager may also be Lead Instructor
- Unit instructor may also be Subject Matter Expert
- Course may only require one instructor
  - Course Manager stays in room during training to help



PM 5-3



# Importance of Instructors

- Instructors are program's representatives to participants
  - Participants will form opinion about CERT program from instructor
  - Participants will copy behaviors that instructor models



PM 5-3





# Importance of Instructors

Quality of instructors selected will have more to do with initial success or failure of program than anything else



PM 5-4



# A Competent Instructor

- Delivers CERT course accurately
- Ensures that participants achieve objectives of CERT course
- Delivers training effectively and at an appropriate level
- Creates comfortable yet managed learning environment



PM 5-4



# Instructor Knowledge



- In addition to knowing what is in the CERT course, what knowledge does a CERT instructor need to have?
  - About CERT program
  - How their session fits into other sessions and CERT course
  - Hazards that cause most risk for community
  - Community's emergency operations plan



PM 5-4



# Other Instructor Attributes

- In addition to knowledge, what does an instructor need to bring to the CERT classroom?
  - Principles of adult learning
  - Ability to keep the training relevant
  - Enthusiasm about CERT concept
  - Ability to make training fun
  - Ability to coach participants through hands-on activities
  - Good training and presentation skills
  - Encouraging, respectful, and positive attitude



PM 5-5



# Instructor Deployment Plan

- Plan includes these elements
  - Where to find instructors
  - What information to keep on instructors
  - What training instructors should have
  - How to “deploy” instructors



PM 5-5



# #1 Recruit Instructors



- Recruit and select instructors based on:
  - Their working knowledge
  - Skills required for session they will be teaching



PM 5-5



# Find Good Instructors



- Who might be a good instructor for a CERT course?
  - Fire and rescue instructors
  - Paramedics or EMTs
  - People who have completed *CERT Basic Training* course
  - Nurses
  - Course-specific Subject Matter Expert
    - Animal control officer or veterinarian
    - Amateur or professional radio operator



PM 5-6



# Recommendation



- At least two instructors jointly conduct each session
  - One should be Subject Matter Expert who knows detailed content of session
  - One should be instructor with full knowledge of CERT model and entire course being taught



PM 5-6





# Exercise



## Draft Program Plan:

## Identify Recruitment Options



PM 5-8



## #2 Orient Instructors



- Even if instructor is experienced, Program Manager will want to meet with him or her
  - To learn about instructor
  - To orient instructor to CERT



PM 5-9



# Find Out Background



- What do you want to find out about a potential instructor?
  - Their professional background
    - Their areas of expertise
    - Gaps in their background that must be filled prior to training
  - Their training background
    - Instructor development training they have received
    - How much training they have done
    - How engaging they are as an instructor



PM 5-9



# Questionnaire



- Some information can be learned from background questionnaire
  - Ask potential instructor to complete one before you sit down to talk
- Then use your conversation
  - To expand information provided in questionnaire
  - To get sense of person as effective instructor



PM 5-9



# Orientation Goals



- That an instructor be able to provide a positive image of CERT
- That an instructor be able to present accurate and reliable information, thus reducing program's liability



PM 5-12



# Orientation Tasks



- Establish training standards and safety requirements
- Brief instructors on their responsibilities to conduct safe and effective training
- Ensure that all instructors are prepared to meet objectives for their sessions
- Provide co-instructors to assist instructors for all activities



PM 5-12



# Orientation Tasks (cont'd)

- Ensure that all instructors model appropriate safety behavior, e.g., safety gear for all demonstrations
- Additionally, be sure that instructors understand that they can give participants permission to opt out of an activity
  - If participants have a condition that they may aggravate by participating



PM 5-12



# Information to Provide



- What CERT model is
  - CERT values
  - Individual and family preparedness first
  - How teams work
- Activities of local CERT program
  - Disaster response
  - Volunteer services
  - Public education



PM 5-13





# Information to Provide (cont'd)

- Program Manager's expectations
  - Training standards
  - Importance of safety, modeling safe behavior, and use of safety gear for all demonstrations and exercises
  - Behavior standards
  - Importance of respecting individual participant's decision to opt out of an activity



PM 5-13



# #3 Track Instructors



- Collect and maintain information
  - Contact information
  - General availability
  - Units they can teach
  - Other abilities and specialties
  - Number of hours they have taught (especially if the hours are donated)
  - Evaluation results



PM 5-14



# Purpose of Tracking



- To know who is available to schedule for training courses
  - Especially if an emergency fill-in is needed
- To be able to justify program to funders
- To show what service CERT program is providing to community



PM 5-14



# #4 Manage Instructors

- Fourth activity tasks are similar to those used with volunteers
  - Train
    - Make sure that they are qualified to teach
  - Assign
    - Tell them what task is
    - Provide information they need to do task



PM 5-14



# #4 Manage Instructors (cont'd)

- Tasks (continued)
  - Monitor
    - Observe training and gather comments
  - Evaluate
    - Provide feedback after the event; debrief with instructors



PM 5-14



# Train Instructors



- How can you make sure that an instructor is qualified and prepared to teach?
  - Ask for and check references
  - Provide thorough orientation to materials
  - Give instructor enough time to prepare
  - For *CERT Basic Training*, ask instructor to attend *CERT Train-the-instructor* course
    - Course provides instructor development skills as well as unit-by-unit review that includes tips and techniques



PM 5-15



# Training Delivery Options

- Should all instructors be able to teach all CERT topics, or should instructors specialize?
  - Requiring all instructors to be able to teach the entire program benefits program if an instructor suddenly becomes ill
  - Having instructors cross-trained in different modules gives Program Manager more flexibility in scheduling



PM 5-15



# What Do You Think?



- What situations have you encountered or can you imagine that would require some intervention on the part of the Program Manager?



PM 5-17





# Feedback



- Feedback at every point is critical to developing good instructors
  - Before
    - Provide expectations for them and for the training
  - After
    - Provide constructive critique of training skills
    - Monitor that lessons learned are incorporated



PM 5-17



# Retain Instructors



- Instructors need to feel that they are making a difference
- After all, there would be no program if volunteers couldn't be trained!

Recognize  
them!



PM 5-17



# What Do You Think?



- What are some things you have done to recognize instructors?



PM 5-17



# Recognition



- Does not have to be elaborate or formal
  - Even simple thank you makes a big difference
- Volunteer instructors who are donating their time need an extra measure of recognition



PM 5-17



# Terminate an Instructor

- Reserve termination for those times when:
  - All other measures have failed
  - There has been gross misconduct
    - Such as theft, abuse, being under influence of drugs or alcohol, or demonstrated disregard for CERT participants' safety
- Follow guidelines in Unit 4, Working with Volunteers



PM 5-17



# Unit Summary



- The Program Manager and the CERT Instructor
- Recruit Instructors
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- Track Instructors
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PM 5-18