

Analysis Document

Goal Statement

CERT trainees will manage emotions to lead effectively in an emergency situations.

Needs Assessment

A local municipality has contracted with our instructional design team develop a emergency leadership training module focused on emotional effectiveness as part of their Certified Emergency Response Team (CERT) training. A needs assessment indicated the following:

A need for initial, first time training for individuals with very limited exposure to emergency response or leadership plus an ongoing, "renewal" training for individuals who have had emergency response or leadership training, but need "practice" or to be updated on procedures or concepts. Surveys and studies indicate that past trainees would have preferred more leadership training as part of the content of CERT training. (Bailey, 2009) Research also indicates the importance of a wide range of leadership skills. For example, after the Loma Prieta earthquake of October 17, 1989, at the Marina fire, volunteers assisted the Department to supply water from the Bay to the fire site. However during this same emergency disagreements between police and volunteers stopped civilian rescue efforts that might have saved a women trapped in a collapsed coffee house.

Needs Analysis

Thousands of people and hundreds of communities are impacted by natural and man-made disasters each year. The number of people killed or injured is exacerbated by emergency response personnel's limited resources and ability to deal with and react appropriately. Very stressful situations in emergency and disaster rescue operations may inhibit appropriate action in the event of an emergency.

CERT members can assist others by applying the basic response and organizational skills that they learned during training; but appropriate emotional leadership skills are critical to effective emergency response. These foundational skills can increase the number of lives saved and sustained following a disaster until help arrives.

Goal Analysis

Our goal analysis and task analysis will focus on one module of a full-scale emergency leadership training program: Emotional Effectiveness.

The instructional goal consists of sequential steps and includes verbal information, intellectual and attitude skills, reflecting conceptual rather than procedural components. Students learn definitions, how to compare varying types of emotions and understand and apply within a situational leadership context.

Skills and Sub Skills

1. Identify good and bad emotions
 - Write a definition of rational behavior and include examples (intellectual skill)
 - Compare and contrast emotion vs. rational behavior (verbal info)
 - List types of emotions, and identify which are commonly experienced during crises. (verbal information)
 - Write your own definition of good or positive emotions and include an example of each (verbal information, intellectual skill)
 - Write your own definition of bad or negative emotions and include an example of each (verbal information, intellectual skill)
 - Identify and distinguish between good and bad emotions in scenarios or vignettes (intellectual skill)

2. Understand personal emotional intelligence (EI)
 - Write a published definition of EI (verbal information)
 - Write an explanation of EI using your own words (intellectual skill)
 - Complete an EI evaluation, outside of class (psychomotor skill)
 - Write a one page reflection of the EI evaluation results (intellectual skill)
 - Write a description of a personal example that supports one aspect of the EI evaluation (intellectual skill)
 - Write a published definition of leadership (verbal information)
 - Using your own words, write a definition of leadership (intellectual skill)
 - Articulate the relationship between EI and leadership (intellectual skill)

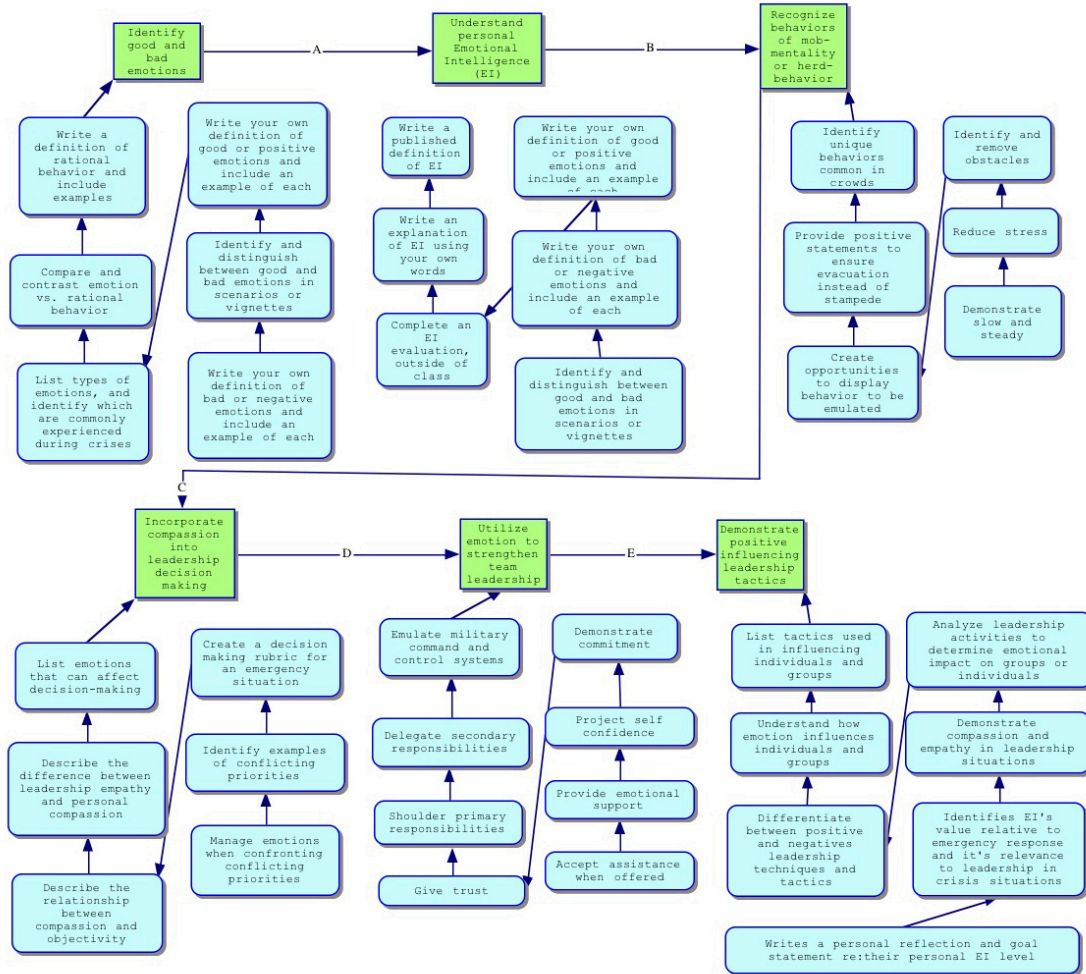
3. Recognize behaviors of mob-mentality or herd-behavior
 - Identify unique behaviors common in crowds
 - Provide positive statements to ensure evacuation instead of stampede (i)
 - Create opportunities to display behavior to be emulated (v)
 - Identify and remove obstacles (v)
 - Reduce stress (i)
 - Demonstrate slow and steady

4. Incorporate compassion into leadership decision making
 - List emotions that can affect decision-making.(v)
 - Describe the difference between leadership empathy and personal compassion. (v)
 - Describe the relationship between compassion and objectivity (i)
 - Create a decision making rubric for an emergency situation(i)
 - Identify examples of conflicting priorities (i)
 - Manage emotions when confronting conflicting priorities (a)

5. Utilize emotion to strengthen team leadership
 - Emulate military command and control systems (v)
 - Delegate secondary responsibilities (i)
 - Shoulder primary responsibilities (ap)
 - Trust (ap)
 - Demonstrate commitment (ap)
 - Project self confidence (ap)
 - Provide emotional support (i)
 - Accept assistance when offered

6. Demonstrate positive influencing leadership tactics
 - List tactics used in influencing individuals and groups. (v)
 - Understand how emotion influences individuals and groups (i)
 - Differentiate between positive and negatives leadership techniques and tactics.(i)
 - Analyze leadership activities to determine emotional impact on groups or individuals.(i)
 - Demonstrate compassion and empathy in leadership situations.
 - Identifies EI's value relative to emergency response and it's relevance to leadership in crisis situations.
 - Writes a personal reflection and goal statement re:their personal EI level.

Goal Diagram



Age and Gender

Learners will range from late teens to 60's or 70's. Both male and female. It is possible that many neighborhood CERT volunteers will be retired, suggesting that many will be over 65 or 70, and may be unfamiliar with web technology's use in training and education. This may affect their attitude toward the training delivery mechanism.

Attitude toward Content and Potential Delivery System

Emotional intelligence can be a very private matter. Participants will likely want to have assurance that the results of any personal analysis will be confidential.

Careers and Background

All learners will be CERT volunteers. They may be educational administrators, local and small government officials, CERT and other neighborhood organization volunteers, nursing home administrators, child day care workers, etc.

A variety of jobs/careers will exist among the set of learners. These career positions will have different attendance requirements, with some having the traditional Monday through Friday 8:00 AM to 5:00 PM schedule and others having graveyard and weekend requirements (typical of many healthcare and manufacturing careers). It may be difficult to assemble all learners in the same location at the same time.

There will be a variety of backgrounds relative to experience with catastrophic emergencies. Older learners, particularly males, may have been in military combat operations, or have been trained in military combat. Some learners may have been involved in the healthcare field, and have participated medically in emergency situations.

Leadership experience and training

There is a wide variety in their leadership experience and training. Some may have only been followers with very little experience or on-the-job training outside of family and close friends. Some may have been witnesses to good leadership or poor leadership, in either emergency or non-emergency settings.

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Others may have been in other volunteer leadership roles, such as Boy or Girl Scouts, Red Cross, YMCA, or religious organizations. Some learners may not have heard of the concept of emotional intelligence, some may be familiar with the concept but not been educated in it, and still others could have participated in training that involved self assessment and self examination.

Due to their CERT involvement, they will have been trained in emergency response basics, including the following: first aid and triage, incident command systems and command structures, responding to fires and earthquakes, home safety, and acts of terror. They will have had very limited exposure to leadership skills and dealing with stress and crises emotions.

Educational level and Entry Skills

A high percentage will have a high school diploma. Among those younger than 50, a very high percentage will have a bachelor's degree and will have used both traditional classroom as well as technology enabled instruction models

Language skills

It is very likely all learners know how to read and write in English. It is likely that some will know how to at least speak conversationally in one other language. A limited number will have English as a second, non-native language.

Ethnicity and Religion and Socio-economic status

There is no ethnicity or religious biases that would prevent anyone from learning this material or from becoming an effective leader.

Diversity should be encouraged. A diverse leadership team would be useful in an emergency because of their unique experiences and cultural knowledge would likely prove useful in a crisis.

Personalities

The target audience for CERT training includes neighborhoods, businesses, faith-based organizations, clubs, amateur radio emergency services school staff/students, scouting organizations.

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Most of the learners will be in positions that they have aspired to in their career, or be volunteers. As such, they are likely to be outgoing, social, and be relatively compassionate - to them, volunteering is the right thing to do. They feel that being prepared is important.

Academic Motivation

The CERT Team is comprised of volunteers who have spent a considerable amount of time and effort to become initially certified and to maintain their certification(s).

No additional motivation is required other than providing an informative lesson and utilizing the volunteer time.

Performance Assessment

With each catastrophic event comes a post-event analysis of the event itself as well as of the response of individuals and groups or teams to the event itself. Broad, general experience with these post-event analyses suggests that leadership plays a vital role in the emergency response. The more effective the leadership the quicker the event is resolved and brought under control, and the less damage and personal suffering experienced. Given the uncertainty of the nature of catastrophic events, there is a continual potential gap between the leadership skills needed and those available within the community or organization.

Context Analysis

Use Context

The skills learned will be used in emergency situations such as acts of terror or natural disasters (fire, hurricane, earthquake, flood) or other large scale interruptions to public infrastructure.

Instructional Context

The learning can take place in a classroom, but may benefit from being at a site that was critical in a past community-relevant emergency event. Having learners see the actual buildings and streets where

Rose Defa
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critical events occurred may enhance the positive emotional impact of the instruction.

Learners will be in class sizes of no more than 20, but will probably form into small groups.

Some preparatory, during-course, and post-course instructional material will be available online or in hardcopy form. This will help accommodate the variety of working schedules.

The classroom time for instruction will be approximately 3 hours. The outside of classroom learning activities should take no more than 2 hours to complete.

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SME Notes

Rose - interview with Certified Emergency Response Team member:
Describe the training: We were trained in emergency situations;
reviewed the UCLA incident and what was learned.
What did you learn? The topics covered fire earthquake, evacuation,
team interaction.
How many hours did you train? 32
Was leadership training provided? Yes, in the sense of logistical
leadership.
Was leadership training sufficient? Yes.
Rate leadership training from one- five. Five - sufficient for
situation.
What would you change about the training, if anything? Slow down/more
training on techniques.
What is your opinion of the effectiveness of the training in regards
to leadership? Feel that most people on the CRT have skills to take
situational roles.

Notes from meeting with Joyce. A

Gauflin (sp?)

**She worked several years ago
ago and developed a competency based training for certified public
managers. There are standardized assessment tools. But she was
talking a lot about**

Notes from Terry Turner

APPENDIX

Analysis Document Rubric

Goal Analysis

No	Some	Yes	Steps Statement is/are the:
___	___	<u> X </u>	1. Verb (behavior/action) included?
___	___	<u> X </u>	2. Outcomes visible/observable?
___	___	<u> X </u>	3. Content focused/clear?
___	___	<u> X </u>	4. Steps focused on learner actions rather than trainer/teacher actions?
___	___	<u> X </u>	5. Size chunks comparable in scope appropriate for learners?
___	___	<u> X </u>	6. Steps important/main step in goal?
___	___	<u> X </u>	7. Relationships between/among steps reflected in the sequence?
___	___	<u> X </u>	8. Relationships among steps reflected in the sequence?
___	___	<u> X </u>	9. Redundancy among/between steps avoided?
___	___	___	10. Other?
No	Some	Yes	Diagramming is/are the:
___	___	<u> X </u>	1. Main steps placed in boxes, left to right on page?
___	<u> X </u>	___	2. Decision points illustrated by a diamond, question, and branch answers (e.g., yes, no) with arrows illustrating next step?
___	___	<u> X </u>	3. Sequencing clearly illustrated with:
___	___	___	a. Arrows between steps?
___	___	___	b. Numbering system for main steps indicating flow?
___	___	<u> X </u>	c. Pairs of matching circles with matching little for breaks in lines?
No	Some	Yes	Other
___	___	___	1.
___	___	___	2.

Sub Skill Analysis

<p>No Some Yes</p> <p>___ <u> X </u> ___</p> <p>___ ___ <u> X </u></p> <p>___ ___ <u> X </u></p> <p><u> X </u> ___ ___</p> <p>___ <u> X </u> ___</p> <p>___ <u> X </u> ___</p>	<p>Intellectual and Psychomotor Skills Does the Analysis:</p> <p>1. Identify critical rules and concepts for main steps in goal?</p> <p>2. Illustrate the hierarchal relationship among skill by:</p> <p> a. Progressing downward from the problem solving to rules, to concepts, to discriminations?</p> <p> b. Using upward pointing arrows to link hierarchical skills?</p> <p> c. Using codes - e.g., 4.2 (Step 4 skill 3) - to link related skills?</p> <p>3. Have procedural sub skills linked to main stapes using procedural boxes left to right, arrows and skills code numbers?</p> <p>4. Have required verbal information linked to appropriate skill?</p>
<p>No Some Yes</p> <p>___ ___ <u> X </u></p> <p>___ ___ <u> X </u></p> <p>___ ___ <u> X </u></p> <p>___ <u> X </u> ___</p> <p>___ <u> X </u> ___</p> <p><u> X </u> ___ ___</p>	<p>Verbal information Does the Analysis?</p> <p>1. Use main areas of content as headings?</p> <p>2. Use appropriate size chunks/depth for learners?</p> <p>3. Present information in logical order (e.g. spatial, chronological, familiar to unfamiliar?)</p> <p>4. Avoid non critical information?</p> <p>5. Use appropriate format for scope (e.g. matrix, cluster, box, outline)?</p> <p>6. Link information directly to related attitude of skill using "V" triangle?</p>
<p>No Some Yes</p> <p>___ ___ <u> X </u></p> <p>___ ___ <u> X </u></p> <p>___ <u> X </u> ___</p> <p>___ <u> X </u> ___</p> <p><u> X </u> ___ ___</p>	<p>Attitudes Are attitudes clearly linked to appropriate:</p> <p>1. Behaviors that reflect the attitude (positive and negative)?</p> <p>2. Verbal information needed to support the attitude?</p> <p>3. Psychomotor skills needed to act in certain ways?</p> <p>4. Intellectual skills needed to reason appropriately (e.g., what to do, rewards, consequences)?</p> <p>5. Skills and attitudes using "A" circle and</p>

	horizontal lines?		
No	Some	Yes	Other
___	___	___	1.
___	___	___	2.

Learners and Contexts

No	Some	Yes	Achievement and Ability Does the description include <i>relevant</i> information for instruction related to goal, subordinate skills, entry behaviors for:
___	___	<u>X</u>	1. Age? mentioned ages 18-70 (retired)
___	___	<u>X</u>	2. Grade/education level?
___	___	<u>X</u>	3. Achievement level? noted that learners are all CERT volunteers and have had basic CERT training.
___	___	<u>X</u>	4. Ability level?
No	Some	Yes	Experience Does the description include a summary of learners;:
___	___	<u>X</u>	1. Current job? yes, variety of careers.
___	___	<u>X</u>	2. Prior experience? yes, variety of leadership experience, and variety of emergency response experience.
___	<u>X</u>	___	3. Entry behaviors?
___	___	<u>X</u>	4. Prior knowledge of topic area? CERT trained, some possible military experience.
No	Some	Yes	Attitudes Does the description include a summary of learners':
___	<u>X</u>	___	1. Attitudes toward content?
___	___	<u>X</u>	2. Attitudes toward delivery system?
___	___	<u>X</u>	3. Academic motivation (attention relevance, confidence. Satisfaction)? in the form of needing to determine via survey.
___	<u>X</u>	___	4. Expectations for instruction?
___	___	<u>X</u>	5. Attitude about training organization? assumed to be positive because of volunteer nature.
___	___	<u>X</u>	6. Group characteristics (heterogeneity, overall impression)? blended into other analysis points.
No	Some	Yes	Performance Context Does the analysis include whether:

___	___	<u> X </u>	1. Goal is based on needs assessment and identified problem or opportunity?
___	___	<u> X </u>	2. Project has managerial support? assumed, or
___	___	<u> X </u>	managerial support not relevant (e.g. neighborhood volunteers)
___	___	<u> X </u>	3. Physical aspects are positive (or a constraint)?
___	___	<u> X </u>	4. Social aspects of site are positive (or a constraint)?
___	<u> X </u>	___	5. Goal and skills are relevant to target group and managers in the work place?
___	___	<u> X </u>	6. Other? Performance context bridges workplace, residence, public facilities/locations.
No	Some	Yes	Learning Context Does the analysis include whether site:
___	___	<u> X </u>	1. Is compatible with instructional requirements?
___	___	<u> X </u>	2. Can be adapted to simulate workplace?
___	___	<u> X </u>	3. Can be adapted to accommodate planned delivery approaches?
___	___	<u> X </u>	4. Has constraints that will affect instructional design and delivery? None that are material.
___	___	<u> X </u>	5. Other. mentioned desired attributes of good location.

Comments / Score: