Forest Fire Management Learning Strategy

Ontario Forest Fire Management Learning Network

"Partnerships at Work"

Ontario

February 2004
AFFM Publication No. P00412

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Introduction .....

The Fire Management Learning Strategy is designed to serve three purposes:

Part 1 discusses the scope, current situation and provides a summary of expected change. It also identifies overall strategic direction, the principle supporting the direction, and broad action items. Part 1 of the strategy will remain constant over the next several years, although periodic updating will occur as required.

Part 2 of the strategy is the action plan. It translates strategic direction into specific action items and includes timing. Part 2 will be reviewed regularly and revised as action items are completed.

Part 3 of the strategy is dedicated to learning priorities. This section identifies the specific learning programs that will be developed and delivered over a four-year period. Part 3 will be updated annually – the current year will be dropped and a new year added.

Part 1 ….. Strategic Direction

Background

Ontario is recognized nationally and internationally as a world-class fire management organization made up of flexible, highly competent and well-trained staff. Over the past decade, this status has been maintained by increasing the number of training programs developed and delivered to staff. As fire fighting policies, standards and technology continue to change, and as Ontario fire fighters are exposed to innovations in other jurisdictions, the demand for new learning programs is expected to continue to grow. To meet this demand, the fire organization, at all levels, will need to be more strategic and focused in its approach to learning.

Scope

This document is designed to provide strategic direction for fire management learning while addressing the following AFFM business plan priorities:

- Maintaining and enhancing skill sets
- Valuing human resources

Traditionally, the training program has focused on technical fire management skills. This strategy includes some broader concepts that require the effort of the entire fire management organization.

Current Situation

There are many drivers affecting the training program. These include:

- Training capacity
- Safety
- Heightened concerns over legal liability (due diligence)
- Ongoing changes to legislation
- Ongoing out-of-province commitments
- Incorporation of new technology
- High turn-over rates within the program
- High partner expectations
- High expectations from business partners

There are currently over 34 different training programs regularly delivered within the fire organization and an additional 19 new training programs

identified as “immediate” priorities for development and delivery. These numbers represent only fire technical training. There are a host of other training initiatives related to IT, soft-skills, and management and supervisory skills that fire staff are involved in on a regular basis.

The fire organization currently operates with two training specialists in each of the two fire regions under the direction of the Operations Coordinators, and two training specialists and a training coordinator at the branch level under the guidance of the Business and Integration Program Leader. Given the training load, capacity remains the main issue facing the fire management training program today and into the future.

Defining the Capacity Gap

To many, the training capacity issue is seen as a lack of individuals to do training delivery. However, delivery is a relatively small and uncomplicated element of the overall design cycle. There is no shortage of individuals who are willing and able to participate in this phase.

The real capacity issue deals with the overall development and coordination of learning. The current learning design cycle being used by the fire organization suggests the following key areas be addressed:

- Identification of learning needs
- Prioritization and planning
- Analysis of the tasks the learning must ultimately address
- Identification of learning objectives
- Design of tests
- Selection of appropriate delivery methods
- Development of materials
- Pilot testing
- Delivery
- Evaluation
- Maintenance and re-design

Given their limited numbers, training specialists are not able to be involved in all learning initiatives from the outset, or are not able to be involved at all. As a result, program areas undertake complex training initiatives, deliver them once, and then expect that the training unit will assume the ongoing maintenance and delivery of the training. This often results in training packages coming to the unit that do not meet provincial standards, do not follow a recognized design cycle and do not necessarily fit within the overall learning priorities of the organization. This uncoordinated approach often results in the need for re-development and means that the training specialists are being forced into a “chasing” mode rather than a “coordination” role.

A limited number of training specialists also means that our current approach to training relies heavily on the use of other individuals who are not training specialists and who have no formal education related to the discipline of training. This is not a criticism – these individuals are doing the best possible job with the tools and knowledge they have. However, without a more in-depth knowledge of training, we cannot realistically expect that these individuals will follow the design cycle. Without a sound knowledge of training concepts and principles, individuals will focus immediately on developing curriculum which is, appropriately, near the end of the design cycle – not at the start. Further, workshop delivery is often the only approach considered since the strengths and weaknesses of other delivery methods are not clearly understood by this group.

Understanding Capacity

There are many misconceptions related to solutions to overcoming capacity issues. The three, most often identified as “capacity builders”, are “partnerships”, “outsourcing” and “technology-based delivery methods”. Each can potentially increase capacity over the long term, but there are trade-offs that must be acknowledged.

The fire organization has gained considerable experience with training outsourcing, primarily from the export of S-100 delivery to accredited agencies. But as previously mentioned, the capacity issue is not at the delivery end. In the case of S-100, complex instructor and technical expert certification demands week-long audits. The management of the S-100 tender itself is a full-time job for an individual and there is a general impression across the organization that delivery of S-100 by the fire organization was less work and resulted in better recruits. For all its virtues, outsourcing related to technical learning packages does little to free up individuals or increase overall capacity. Outsourcing can increase capacity, but only when the training being selected for outsourcing can be shifted to an external agent without the need for the fire organization to continue to be involved to any great degree. As a general rule, training initiatives, where the fire organization is acknowledged as the expert, are poor candidates for outsourcing since the requirement for ongoing involvement negates any benefits from a capacity standpoint.

Using partnerships to increase capacity has many of the same hurdles, although there have been some modest successes. The Forest Industry (S-102), Fire Department (S-103), and Railway (S-104) training packages are, for the most part, delivered without fire organization involvement. This approach does translate into an increase in capacity, but again, only at the delivery end, which is not the real capacity issue. The fire organization continues to have a responsibility related to development, distribution, evaluation and re-design related to these training packages, all of which have a negative impact on capacity.

Technology-based delivery methods, including CD ROMS, synchronous on-line learning and asynchronous on-line learning, are often seen as a way to increase capacity within training units. These approaches can have positive effects to increase capacity over the long term, but require a large commitment at the front end, which initially reduces capacity. Similar to outsourcing and partnerships, the fire organization, and, in particular, the training specialists, are required to be completely engaged in all aspects of the project. In the end, the fire organization's responsibility related to delivery is removed but not its responsibility related to all other aspects of the design cycle.

Capacity, therefore, must be viewed as more than increasing the fire organization's ability to deliver training. There is a need to focus on broader strategies that enable the fire organization to increase capacity at all stages of the learning design cycle. There is also a need to carefully analyze which learning initiatives truly lend themselves to outsourcing, partnership involvement and technology. This learning strategy focuses on a number of tactics to overcome capacity issues.

Summary of Expected Change

The implementation of this learning strategy will allow the fire organization to achieve the following tangible goals:

i. Develop a culture that believes and accepts that learning and the sharing of knowledge is a critical part of success—shift from a workshop learning culture to a workplace learning culture

ii. Capacity
   - Look for opportunities to increase capacity

iii. Ensure that learning solutions are based on structured planning and analysis
   - Employ new and progressive delivery methods based on efficiencies and the needs of the learner

iv. Increase our support of current partners, develop new partnerships and maximize the benefits of alliances with national and international organizations

i. Making the learning organization concept a reality

Make training a part of everyone's job in the fire organization

Principle: The fire organization requires a culture that accepts that training, knowledge-sharing and mentoring are the responsibility of all staff.

- Make all staff aware of the training design cycle and clearly identify areas where they have an opportunity/responsibility to participate, including membership on training task teams.
- In a structured and coordinated fashion, expand the use of front-line staff in all aspects of the learning design cycle beyond the traditional delivery role.

Move to a workplace learning culture

Principle: Successful organizations are those that promote and develop a culture that understands that learning is an ongoing, daily activity that extends well beyond the traditional, formal training workshop.

- Through information sessions, show managers the value of workplace learning by demonstrating organizational and staff benefits related to this approach.
- Where practical, new or redesigned learning programs will require pre-workshop learning to be completed at the workplace, in an effort to generally reduce workshop duration. Pre-workshop learning will be increased gradually over the next four years to allow staff to adjust and to accept the shift.
- Promote the concept that learning takes place on a continuum whereby knowledge and skills development must occur between major learning events.

Beyond traditional technical skills, identify and address higher-level fire organization learning needs in a strategic and structured manner

Principle: Forest fire management training efforts have traditionally focused on technical fire suppression skills. There is a clear need to identify long-term, higher-level learning needs and implement processes that facilitate the incorporation of these needs into training programs. This effort will result in a more coordinated approach to all learning (e.g., technical skills, soft skills, managerial skills, etc.) and promote the concept of continuing education.

- Continue to look at periodic conferences (e.g., Manager's Conference, Safety Summit, Spring Blitz) as learning opportunities.
- Develop and implement a "Continuing Education Framework" that identifies the higher-level skills and knowledge required by staff to better participate in all aspects of natural resource management.

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ii. The issue of capacity

Commit to providing training specialists with the advanced skills and knowledge necessary to more effectively manage and coordinate learning

Principle: The success of any training unit can be directly attributed to the higher-level skills of the individuals tasked with the management and coordination of learning. Successful organizations are those that position individuals (training specialists) to assume a holistic approach to learning. Capacity issues are partly overcome by utilizing the collective talents of the entire organization to meet learning demands, but this can only be achieved if the training specialists have the ability and mandate to assume a coordination role rather than a "doing" role.

- Evolve the position of "training specialists" to become more of a project management function, thereby ensuring that the specialists are involved in training activities from the onset and can effectively coordinate the involvement of staff throughout the design cycle.
- Upgrade the skills of the training specialists with a particular emphasis on advanced level training in project management, design cycle application, evaluation, testing methodologies, analysis, coordination and strategic planning.

Acknowledge the contribution that other specialists make to the training program and develop strategies to formalize their involvement in the training function

Principle: Other specialists (e.g., fire suppression systems specialists, fire science specialists, etc.) both in the regions and at the branch, are often involved in the identification, development and delivery of training. There is an opportunity to formalize their involvement in training and to make a commitment to providing specialists with advanced training skills so they may take on additional training coordination responsibilities, thus increasing the overall capacity of the training program.

- Provide other specialists with advanced level training in project management, design cycle application, curriculum design, evaluation, testing methodologies, analysis, coordination and strategic planning so that, under the direction of the training unit, they can assume additional training responsibilities.
- Develop processes that enable training specialists and the other specialists to work together to coordinate learning initiatives in a structured fashion.

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iii. A structured and holistic approach to learning

Assess learning requirements more strategically through structured analysis

Principle: Structured analysis will ensure the right learning programs are being delivered at the right time and to the right people to meet organizational and staff needs.

- Assess the greatest learning need by function and establish delivery priorities through the use of modeling.
- Analyze and provide a visual representation of the essential learning initiatives required to fill various fireline functions so staff can relate career objectives with required learning.

Engage fire managers in the determination of priorities in a coordinated fashion

Principle: New learning initiatives or significant modifications to existing learning initiatives have impacts across the fire organization. Managers, at all levels, must be involved in setting learning program direction to ensure overall organizational objectives are being met.

- All new learning and redevelopment of existing learning will be identified by line management and presented to the Provincial Coordination Team (PCT) for discussion and endorsement.

Develop job task listings for fire functions

Principle: Job task listings are essential for ongoing curriculum assessment and re-design (does the curriculum continue to meet the requirements of the individual doing the function), and are an integral part of the learning design cycle.

- Identify job tasks for all new learning programs developed and for learning programs where the target audience is external or delivery may include external deliverers.
- Ensure job tasks are clearly identified where non-MNR learning programs are identified as the standard.
- Over the long term, identify job tasks for all existing fire learning programs.

Use progressive delivery methods	**Principle:** New delivery technologies can reduce cost, improve learning and in the long term, increase capacity. However, training units often leap into new technologies before completely assessing their benefits. Investment in new delivery technology must be based on the identification of learning needs first. The best delivery technology available should then be matched to the need while considering full cost (throughout the learning cycle), feasibility and the needs of the learner. ▪ Identify the role of new technology in all new or redeveloped learning programs. ▪ In a coordinated fashion, integrate computer-based alternative delivery methods that are compatible with the current computer infrastructure in the field. ▪ Continue to explore and pilot test alternative delivery methods.
Promote the use of interactive instruction in all learning programs	**Principle:** Research into how people learn has clearly shown that interactive instruction results in better workshop participation and an increase in learning retention. ▪ Adopt a philosophy of integrating interactive instruction in all learning programs and focus on using delivery methods that promote interactivity.
Reduce delivery workload by continuing to develop proficiency testing and equivalency standards	**Principle:** Testing for competency is more effective, cost efficient and more desirable from a learner standpoint than complete re-training or refresher training. ▪ Where legislation does not demand re-training or re-certification, continue to adopt “proficiency testing” and measurable “experience equivalency standards”.

iv. Partnerships and business relationships

Offer more support to our existing partners

Principle: Fire Suppression partners (municipalities, forest industry and railways) provide a real benefit to the fire organization, yet we impose copyright fees and set up barriers for the use of our fire training materials. This approach is contrary to organizational goals and the philosophy of partnering.

- Where possible and practical, discontinue charging current partners copyright fees and facilitate easier access to learning materials.

Develop new partnerships

Principle: Learning partnerships are increasingly important to the fire organization, and to our partners to overcome capacity and financial issues.

- Ensure all learning partnerships benefit the fire management organization and are based on sound selection criteria.
- Continue to build and promote the "Learning Network" concept to develop and deliver learning.

Maximize benefit from CIFFC and GLFFC partnerships

Principle: The rising cost of training is forcing organizations to abandon isolationist policies favouring instead approaches that promote multi-agency participation and funding to achieve common goals.

- Annually identify Ontario's long-term (future) learning requirements and identify those that have potential for National or Compact development/delivery.
- Continue to support the development of national training standards and standardized national curriculum.

Maintain a philosophy of cost-recovery for learning materials

Principle: The production and maintenance of quality learning materials requires considerable funding. All learning materials produced by the fire organization should be available at a price that covers production costs plus a nominal fee to help offset ongoing updating and re-design.

- Review all current pricing of learning materials and make appropriate changes to reflect production and re-design costs.

Achieve revenue generation targets by properly valuing the quality of our learning materials and workshops	**Principle:** Ontario has developed high quality fire management training programs that external agencies accept as fairly priced and beneficial. Thus the income generated from external candidates participating in these workshops should be the primary source of revenue generation for the fire organization's training unit. ▪ Continue to promote and deliver fire management workshops to non-MNR staff as a source of revenue.
Assess and identify outsourcing opportunities	**Principle:** Outsourcing can increase training capacity and should be pursued when external delivery providers can provide more cost-effective quality training and is in the best interest of the fire organization. Outsourcing should be considered only for learning initiatives that can be externalized without the need for ongoing participation of the fire organization. ▪ Identify decision-making process for determining good candidates for outsourcing ▪ Evaluate and identify "best bets" for improved S-100 delivery, including re-engaging colleges, allowing Type II to provide S-100 to their staff, and maintaining a limited amount of accredited delivery agents.

Part 2 ….. Action Plan

i. Making the learning organization concept a reality

Strategic Direction: *Make training a part of everyone's job in the fire organization*

Specific Direction	Action Plan	Timing
Make all staff aware of the training design cycle and where they fit	▪ Create and share with staff a Learning Design Cycle Roles and Responsibilities chart ▪ Make presentations to FMHs and Regional Fire Management committees related to learning design cycle and its implementation	By May 2004 By February 2005
Expand the use of front-line staff in all aspects of the learning design cycle	▪ Involve front-line staff on design teams as subject matter experts ▪ Determine need for advanced training delivery skills in the field and develop products to meet this need (e.g., Advanced ITC training)	Ongoing By February 2005

Strategic Direction: *Move to a workplace learning culture*

Specific Direction	Action Plan	Timing
Through information sessions, show managers the value of workplace learning by demonstrating organizational and staff benefits related to this approach	▪ Develop presentations for fire organization managers that demonstrate the value of "at-home learning" and de-market workshop delivery ▪ Investigate incentives for staff who participate in workplace learning as a way to encourage acceptance	By February 2005 By August 2005
Identify pre-workshop learning for all new and redesigned learning programs	▪ Review all current learning materials and identify opportunities for pre-workshop home learning ▪ Use S-300 program as a prototype and develop "at-home learning" packages that reduce S-300 workshop delivery time ▪ Where possible, all new learning initiatives will include pre-workshop learning assignments ▪ Develop pre-workshop packages and establish testing procedures	Ongoing For 2005 S-300 delivery Ongoing Ongoing
Promote the concept that learning takes place on a continuum, whereby knowledge and skills development must occur between major learning events	▪ Review all current workshops and look for opportunities to remove curriculum that can be effectively delivered outside the structured workshop environment over a predetermined timeline and through non-workshop delivery methods	Ongoing

Strategic Direction: *Beyond traditional technical skills, identify and address higher-level fire organization learning needs in a strategic and structured manner*

Specific Direction	Action Plan	Timing
Continue to look at periodic conferences (e.g., Managers' conference, Safety Summit, Spring Blitz) as learning opportunities	▪ Identify the higher-level learning needs of staff through a needs analysis/survey ▪ Based on results, identify annual learning themes over a five-year period that can be incorporated into conferences, staff meetings, etc.	By February 2005
Develop and implement a "Continuing Education Framework" that identifies the higher-level skills and knowledge required by staff to better participate in all aspects of natural resource management.	▪ Develop a "Continuing Education Framework" that identifies learning opportunities, beyond technical skills, that are available to staff	By February 2006

ii. The issue of capacity

Strategic Direction: *Commit to providing training specialists with the advanced skills and knowledge necessary to more effectively manage and coordinator learning*

Specific Direction	Action Plan	Timing
Evolve training specialist positions to learning consultant positions	▪ Review/adjust training specialist competency model to reflect evolving role ▪ Identify training standards for training specialist role	By August 2004 By August 2004
Upgrade the skills of the training specialists	▪ Based on training standards, develop and implement a skills upgrading strategy for all training specialists – strategy to focus on advanced level training in project management, design cycle application, evaluation, testing methodologies, analysis, coordination and strategic planning	To begin in fiscal year 2004/05 and be completed in fiscal year 2005/06

Strategic Direction: *Acknowledge the contribution that other specialists make to the training program and develop strategies to formalize their involvement in the training function*

Specific Direction	Action Plan	Timing
Provide specialists with advanced level training in project management, design cycle application, curriculum design, evaluation, testing methodologies, analysis, coordination and strategic planning, so that they can assume additional training responsibilities, under the direction of the training unit	▪ Formalize the role of other specialists related to training and include training targets in PDPs ▪ Review job specifications of other specialists and add training function responsibilities if required ▪ Develop and implement a skills upgrading strategy for all specialists to increase their expertise in the area of training	By February 2006
Develop processes whereby training specialists and the other specialists work together to coordinate learning initiatives in a structured fashion	▪ Develop a protocol that will allow training specialists and other specialists to work collaboratively/effectively on learning initiatives	By February 2006

iii. A structured and holistic approach to learning

Strategic Direction*: Assess learning requirements more strategically through structured analysis*

Specific Direction	Action Plan	Timing
Assess the greatest learning need by function and establish delivery priorities through use of modeling	▪ Branch to lead project related to establishment levels for all fireline/escalated functions ▪ Regions and Branch to populate/update PIMS ▪ Regions and the Branch to create a roster with top function for analysis purposes only ▪ Branch to conduct fire load analysis to identify gaps in learning related to fireline functions	By April 2004 By Spring 2004 By June 2004 By September 2004
Analyze and provide a visual representation of the essential learning initiatives required to fill various fireline functions so that staff can relate career objectives with required learning	▪ Identify paths an individual could take through their career and identify the learning programs at each step ▪ Collect data on all fire training and develop a perpetual on-line catalogue	By July 2004 By February 2005

***Strategic Direction**: Engage fire managers in the determination of priorities in a coordinated fashion*

Specific Direction	Action Plan	Timing
All new learning and redevelopment of existing learning will be identified by line management and presented to PCT for discussion and endorsement	▪ Develop and implement a standard "Learning Initiatives Proposal Process" ▪ Process will allow line management sponsor(s) to identify: • specific learning needs • rationale • organizational impacts and risks, etc. ▪ PCT will review, discuss and endorse proposals considering overall organizational objectives and once approved, training specialists will work collaboratively with line management sponsor to determine: • best approach • timelines • cost benefits, etc. ▪ Learning initiatives will not move forward without a completed proposal ▪ Where appropriate, PCT will identify task team members to support endorsed proposals	By March 2004

***Strategic Direction:** Develop job task listings for fire functions*

Specific Direction	Action Plan	Timing
Identify job tasks for all new learning programs developed and for learning programs where the target audience is external or delivery may include external deliverers	▪ Use approved learning design cycle, including task analysis, to explore Level II instructor training ▪ Use approved learning design cycle, including task analysis, to develop all new learning	By June 2004 Ongoing
Ensure job tasks are clearly identified where non-MNR learning programs are identified as the standard	▪ Identify job tasks for the Advanced Wildland Fire Behaviour workshop and the Wildland Fire Behaviour Specialist workshop	February 2006
Over the long term, identify job tasks for all existing fire learning programs	▪ Initiate a long-term project that will review all existing learning programs and identify job tasks for each	By 2008

Strategic Direction: *Use progressive delivery methods*

Specific Direction	Action Plan	Timing
Identify the role of new technology in all new and redeveloped learning programs	▪ Complete an inventory of all delivery technology currently available in the organization and define its capabilities	By March 2004
	▪ Complete cost comparison analysis between technology delivery methods	By February 2005
	▪ Develop a decision key to help identify most appropriate delivery option(s)	By September 2004
	▪ Ensure the Fire Organization maintains its capabilities related to delivery technology but all proposed technology acquisition must include rationale before purchase approval will be granted	Ongoing
In a coordinated fashion, integrate computer-based alternative delivery methods that are compatible with the current computer infrastructure in the field	▪ Determine target audience(s) for computer learning based and access to reliable technology	Ongoing
	▪ Integrate computer based learning at field level only if technology exists to effectively run programs	Ongoing
	▪ Regions to pursue acquisition of post-lease computers for FMHs	Ongoing
Continue to explore and pilot test alternative delivery methods	▪ Purchase asynchronous internet-based TDG training package for implementation in spring 2004 as a pilot	By April 2004
	▪ Use the need for ongoing ICS training to develop a business relationship to deliver ICS training on-line or through CD-ROM (e.g., Hinton, Sault College, etc)	By March 2006
	▪ Produce videos, CD-ROMS, etc., when analysis clearly indicates it is the most appropriate means of delivery and ensure all learning is tied to specific skills and knowledge requirements to perform a specific function	Ongoing

Strategic Direction: *Promote the use of inter-active instruction in all learning programs*

Specific Direction	Action Plan	Timing
Adopt a philosophy of integrating interactive instruction in all learning programs and focus on using delivery methods that promote interactivity.	▪ Develop tools that identify/explain the different types of interactive instruction methods and develop criteria for assessing which to use based on topic, audience, etc.	By April 2004

Strategic Direction: *Reduce delivery workload by continuing to develop proficiency testing and equivalency standards*

Specific Direction	Action Plan	Timing
Where legislation does not demand re-training or re-certification, continue to adopt "proficiency testing" and measurable "experience equivalency standards"	▪ Review all current maintenance training packages and currency standards and assess if additional proficiency testing and/or experience equivalency standards can be incorporated	Ongoing
	▪ Ensure all new learning initiatives include proficiency testing and experience equivalency standards	Ongoing

iii. Partnerships and business relationships

Strategic Direction: *Offer more support to our existing partners*

Specific Direction	Action Plan	Timing
Where possible and practical, discontinue charging current partners copyright fees and facilitate easier access to learning materials	▪ Consult with current partners to assess their learning requirements and implement strategies that will allow efficient and cost effective access	By June 2004
	▪ Develop and implement a quality approach to eliminating copyright fees for railways, municipalities, forest industry, etc.	By June 2004
	▪ Develop and implement a simple communications program to improve relations with above-mentioned partners and manage change	By June 2004

Strategic Direction: *Develop new partnerships*

Specific Direction	Action Plan	Timing
Ensure all learning partnerships benefit the fire management organization	▪ Determine needs of fire management organization and actively pursue partners who offer acceptable trade-offs (e.g., service-in-kind)	Ongoing
Continue to build and promote the "Learning Network" concept to develop and deliver learning	▪ Review and update the "Processes, Standards and Resource Tools" binder	By February 2005

Strategic Direction: *Maximize benefit from CIFFC and GLFFC partnerships*

Specific Direction	Action Plan	Timing
Annually identify long-term (future) learning requirements and identify those that have potential for national or Compact development/delivery	▪ Identify learning initiatives that lend themselves to cooperative development and/or delivery using the following criteria: • Prohibitive costs for 1 agency to develop/deliver • Need for national standard • Economies of scale achievable • Broad audience requires training • MNR is flexible with final outcome • Does not infringe on existing standards • Collaborative work is logistically feasible	By August 2004
Continue to support the development of national training standards and standardized national curriculum	▪ Actively participate on the National Training Working Group	Ongoing

Strategic Direction*: Maintain a philosophy of cost-recovery for learning materials*

Specific Direction	Action Plan	Timing
Review all current pricing of learning materials and make appropriate changes to reflect production and re-design costs	▪ Develop a new tender for the production and distribution of learning materials and ensure pricing is addressed	By March 2005

Strategic Direction: *Achieve revenue generation targets by properly valuing the quality of our learning materials and workshops*

Specific Direction	Action Plan	Timing
Continue to promote and deliver fire management workshops to non-MNR participants as a source of revenue	▪ Assess current pricing of workshops compared to industry standards and adjust where necessary ▪ Actively pursue and promote fire workshops to non-MNR participants (e.g., Type II, Feds, municipalities, etc.)	Ongoing

Strategic Direction: *Assess and identify outsourcing opportunities*

Specific Direction	Action Plan	Timing
Identify decision-making process for determining good candidates for outsourcing	▪ Training will be outsourced only when it is in the best interest of the fire organization (e.g., first aid, project management, etc.) ▪ Focus outsourcing efforts on learning initiatives that have an external audience (e.g., low complexity PB worker, fire safety officer, etc.)	Ongoing Ongoing
Evaluate and identify "best bets" for S-100 delivery	▪ Develop new tender for S-100 delivery ▪ Re-engage colleges in S-100 delivery ▪ Allow Type II providers to conduct S-100 training to their staff ▪ Maintain limited number of accredited S-100 delivery agents ▪ Maintain option for fire organization to delivery S-100 when required	By March 2005

Part 3 ….. Learning Priorities

Introduction

The long-term health and effectiveness of the fire management training program depends on recognizing capacity issues, making good use of internal staff willing to become involved in training initiatives, using external training consultants where possible, and tapping into the benefits of working collectively with national and international training partners. It also depends on ongoing re-design and refinement of current training programs, forecasting future learning needs and establishing priorities. This part of the Learning Strategy focuses on ensuring the most important and immediate learning initiatives are being addressed first, and less immediate needs are identified and addressed in a coordinated fashion in the future. Priorities were identified over a four-year period.

Criteria for learning priorities

Establishing short and long-term learning priorities depends on clear criteria. The following criteria were used to prioritize "existing learning" and are in order of importance:

1. **Safety** – Learning initiatives with a safety component were given the highest overall priority which is consistent with fire organization objectives.
2. **ICS Implementation** – The move to the ICS system is a major undertaking from a learning standpoint. Learning initiatives that contribute to a smooth and coordinated transition are a high priority.
3. **Fundamental Skills Training** – The success of the fire organization relies on individuals having a strong base. Fundamental skills training such as Ranger proficiency training, S-200 and S-300 are key to providing this strong base and must be an ongoing learning priority for the fire organization.
4. **Support Training for Non-Fire Staff**– The fire organization continues to rely on non-fire MNR staff to fill key support roles particularly on large fires. Providing these individuals with the proper learning opportunities will keep them engaged and will ensure that the fire organization has the support it needs to conduct effective fire management.
5. **Specialized Skills Training** – Learning that allows the fire organization to develop specialized skills in its employees is key to achieving organizational goals beyond a fire suppression mandate. These would include advanced fire investigation training, PB Training, advanced wildland fire behaviour training, etc.
6. **Training to Increase Capacity** – Learning initiatives that focus on getting more staff involved in learning development, delivery and re-design (design cycle) are key to overcoming future capacity issues.
7. **Partner Training** – Much of the fire organization's mandate is achieved through partners. Ongoing learning support is important especially since reliance on these partners will likely increase in the future.

Prioritization of Existing Learning

Direction	Code
Delivery to occur that year	**D**
Evaluation and Re-design to occur that year	**R**
Outsourcing of training to occur that year	**O**

High Priority Learning – Existing	**2004**			**2005**			**2006**			**2007**		
	D	**R**	**O**	**D**	**R**	**O**	**D**	**R**	**O**	**D**	**R**	**O**
Ranger Proficiency Training	**X**			**X**	**X**		**X**			**X**		
First Aid	**X**			**X**			**X**			**X**		
WHMIS (Self-Paced)	**X**			**X**			**X**			**X**		
WDHP	**X**			**X**			**X**			**X**		
TDG (Self-Paced – CBT)	**X**	**X**		**X**			**X**			**X**		
Chainsaw Training	**X**			**X**			**X**	**X**		**X**		
ATV Training	**X**			**X**			**X**			**X**	**X**	
Boat Training	**X**			**X**			**X**			**X**	**X**	
Gravel Rd Training	**X**			**X**	**X**		**X**			**X**		
Hover Exist	**X**			**X**			**X**			**X**		
Chainsaw (train the trainer)	**X**			**X**			**X**	**X**		**X**		
Bear Policy Training	**X**			**X**			**X**			**X**		
Safety Officer Course					**X**		**X**					

Moderate Priority Learning – Existing	**2004**			**2005**			**2006**			**2007**		
	D	**R**	**O**	**D**	**R**	**O**	**D**	**R**	**O**	**D**	**R**	**O**
Service Course	**X**	Becomes Logistics Section Training after 2005. See new priority list.										
Air Operations Boss Workshop	**X**	Becomes Air Ops. Section Training after 2005. See new priority list.										
Air Attack Officer – Phase 1	**X**			**X**			**X**	**X**		**X**		
Air Attack Officer – Phase 2	**X**			**X**			**X**	**X**		**X**		
Air Attack Officer – Phase 3	**X**			**X**			**X**	**X**		**X**		
Birddog Pilot Workshop	**X**			**X**			**X**	**X**		**X**		
Detec. Pilot/observer Workshop	**X**			**X**			**X**			**X**	**X**	
Advanced Fire Investigation				**X**						**X**	**X**	
IC3/Div Sup Division workshop	**X**			**X**			**X**	**X**		**X**		
Div. Sup Simulation	**X**			**X**			**X**			**X**		
Ignition Supervisor Workshop	**X**	**X**			**X**		**X**			**X**		
	old											
2 ½" Hose Training	**X**			**X**			**X**			**X**	**X**	
Values Protection Workshop	**old**			**X**	**X**		**X**			**X**		
Adv. Wildland Fire Behaviour	Delivered through Hinton across Canada. Ongoing evaluation through national committees											
Fire Behaviour Specialist												

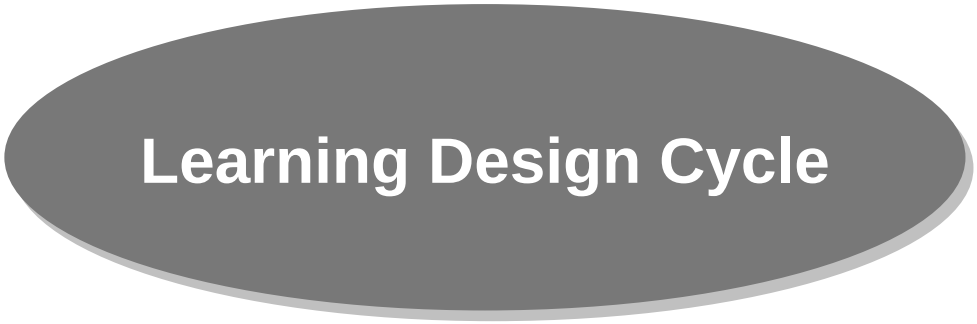
Lower Priority Learning	**2004**			**2005**			**2006**			**2007**		
	D	**R**	**O**	**D**	**R**	**O**	**D**	**R**	**O**	**D**	**R**	**O**
Level 1 Instructor Training (SSB)	**X**			**X**						**X**		
S-100 Auditors Workshop	**X**			**X**			**X**					
MIMMS Operator Workshop				**X**			**X**					
Video Camera Operator				**X**						**X**		
Strategies and Tactics	**X**	**X**		**X**					**X**			**X**

Prioritization of New Learning

Direction	Code
Delivery to occur that year	**D**
Design of training to occur that year	**Dv**
Re-design to occur that year	**R**
Outsourcing of training to occur that year	**O**

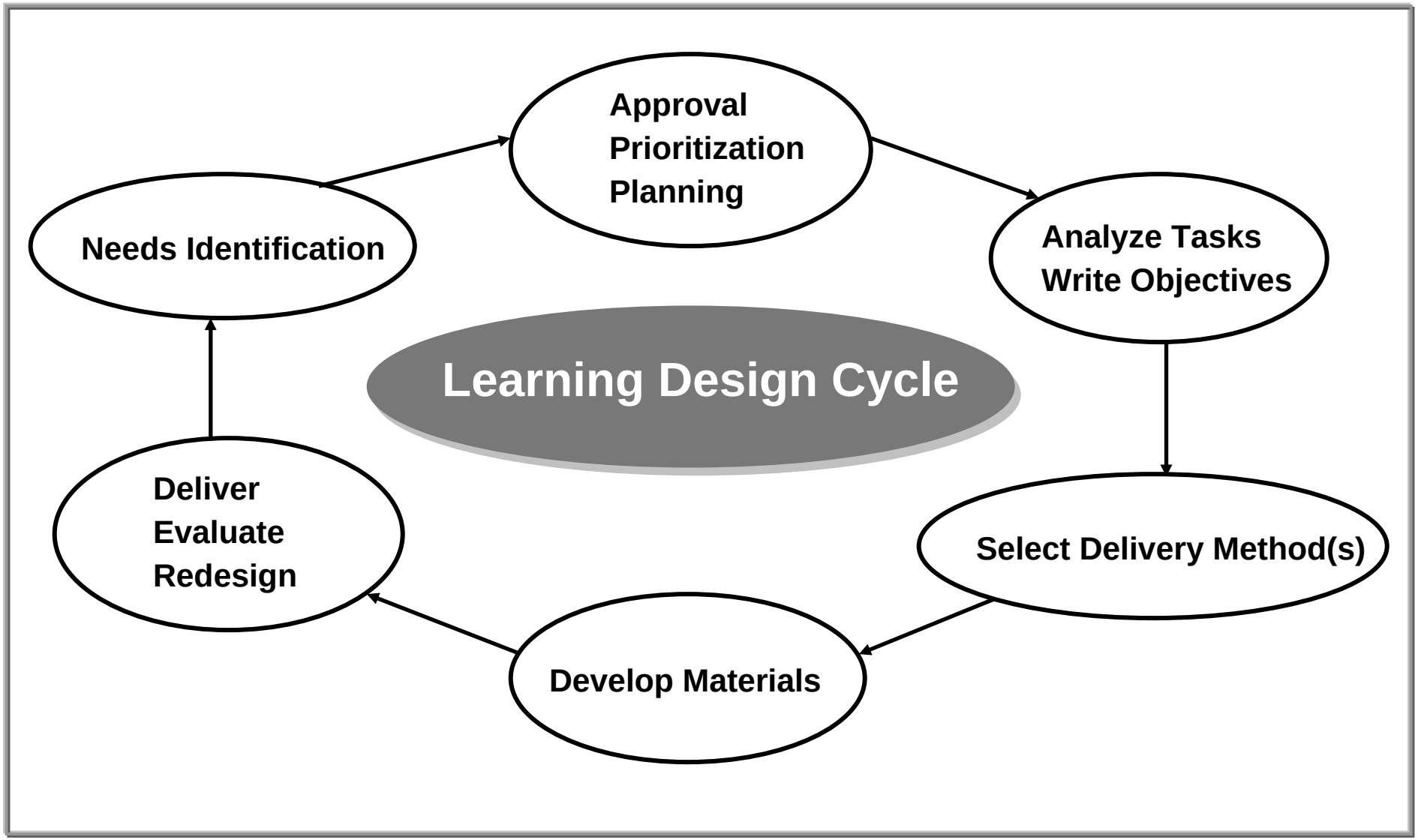
High Priority New Learning Descending Order	2004				2005				2006				2007			
	D	R	Dv	O	D	R	Dv	O	D	R	Dv	O	D	R	Dv	O
Forest Fuels ID (safety)	X				X				X				X			
Bush Skills Training (safety)	X				X				X				X			
I-100 (self-paced)	X				X				X				X			
I-200	X				X			X								
I-300	X				X			X								
I-400	X				X			X								
Fin and Admin Section Training			X		X				X				X			
Logistics Section Training			X		X				X				X			
Air Ops Section Training			X		X				X				X			
Use of Heavy Equip. Training	X		X		X				X				X			
PB Training (High Complexity)			X		X				X				X			
PB Training (Low Complexity)	X	X			X			X								
Planning Section Training	X				X				X				X			
Level II Instructor Training	X		X										X			
Strategic Initiatives																
Big 3 Review			X													
Type II Review			X													

Appendix 1



Roles & Responsibilities

R & R and the Learning Design Cycle



R & R and the Learning Design Cycle

Needs Identification

- **Change in policy or legislation**
- **New technology**
- **Incident reviews**
- **Shortage of skilled workers**
- **Increase effectiveness**
- **Other needs**

Who is responsible?

Primary

- Line Managers & Coordinators
- Subject Matter Experts (SMEs)
- Working Groups

Secondary

- Any or all staff
- Training Specialists

R & R and the Learning Design Cycle

- **Approval / Prioritization**
- **Assess scope**
- **Establish deadlines**
- **List possible constraints**

Who is responsible?

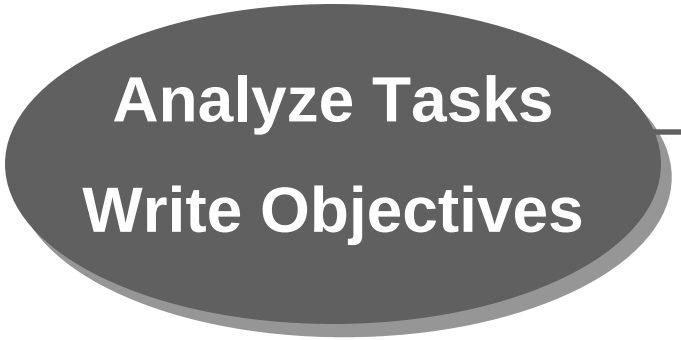
Primary

- Line Managers & Coordinators
- Subject Matter Experts (SMEs)
- Working Groups

Secondary

- Training Specialists

R & R and the Learning Design Cycle



- **List tasks that learners must perform**
- **Identify end result that learning will produce**
- **Quantify any standards required**

Who is responsible?

Primary

- Subject Matter Experts (SMEs)
- Training Specialists to facilitate process

R & R and the Learning Design Cycle

Select Delivery Method(s)

- **Review available instructional methods/delivery technology**
- **Identify new**
- **Select most appropriate method(s)**

Who is responsible?

Primary

- Training Specialists

Secondary

- Subject Matter Experts (SMEs)

R & R and the Learning Design Cycle

Includes the production of:

- **Manuals and worksheets**
- **Tests and exercises**
- **Lesson plans**
- **Other instructional materials**

Who is responsible?

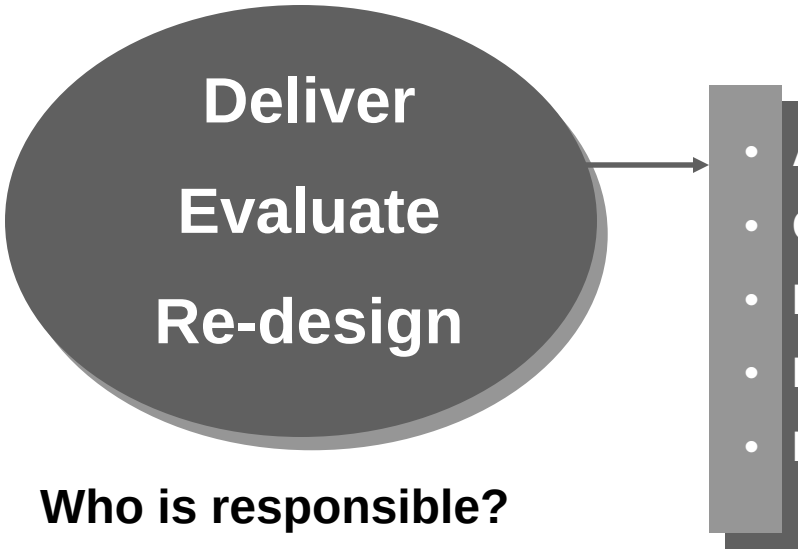
Primary

- Subject Matter Experts (SMEs)
- Training Specialists (for layout, standards, etc.)

Secondary

- N/A

R & R and the Learning Design Cycle



Who is responsible?

Primary

- Subject Matter Experts (SMEs) with delivery skills)
- Subject Matter Experts (SMEs) ongoing review)

Secondary

- Training Specialists (for delivery standards)
- Training Specialists (for overall evaluation)