How to use the UNDERSTAND material in a training situation

A Part of the UNDERSTAND
Training Program

Pilot version

UNDERSTAND
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Introduction - About this guide

This Guide is a reference document for trainers and describes the instructional outlines for the UNDERSTAND Training Program. The training program consists of five Modules:

Module I - Overview
Module II - Pre-Reading
Module III - Self Assessment for individuals
Module IV - Crisis Management training for individuals
Module V - Vocabulary
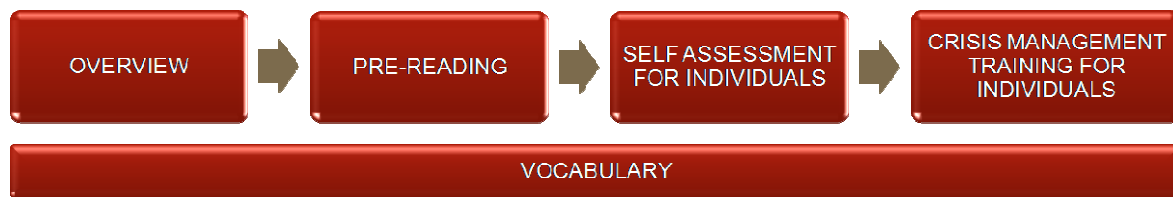
Pre-Reading

The Pre-Reading is an optional activity and is entirely based on self-study in order to enhance the user's understanding.

The purpose of the Pre-Reading is to strengthen the individual's understanding of the contents of the Self Assessment for Individuals. It can also be used as an inspiration as well as a way to prepare for the Crisis Management Training. The Pre-Reading includes the UNDERSTAND White Paper, a number of Good Practice Examples in the energy sector and a description of a Self Assessment for Organisations.

Self Assessment for Individuals

The purpose of the Self Assessment for Individuals is to provide the individual with a tool to assess his/her level of maturity in the areas of Risk Management, Operational Continuity Management and Incident Preparedness.

The Self Assessment will raise awareness and give new insights on individual skills and preparedness useful for professional and personal development. The assessment is completed individually, prior to taking the Crisis Management Training. The areas in the assessment correspond to those in the Crisis Management Training. The Self Assessment can also be used to enable the individual to decide on his/her desired competence level in each of the assessment areas and if used repeatedly, it can be used as a benchmark for the individual's continuous improvement.

Vocabulary

The Vocabulary module is applicable and useful throughout all parts of the UNDERSTAND Training Program. The purpose of the Vocabulary is to provide a supplementary resource useful for implementing Best Practice and cross-border communication among European Transmission System Operators.

The Vocabulary includes a summary of the most frequently used words and terms with definitions based on current vocabulary in the industry and international standards.

Crisis Management Training for Individuals

The purpose of the Crisis Management Training is to provide a basic individual training based on relevant theory, standards and examples of incident preparedness. The main objective of the training is to strengthen the industry's capacity to "keep the lights on". The Crisis Management Training should be seen as the core activity of the UNDERSTAND Training Program, supported by the other modules. It serves as a resource and inspiration needed for further improvements and work for individuals in the industry.

The Crisis Management Training consists of a two day training divided into 9 theory sessions covering the most important areas of incident preparedness such as incident management, alarm and escalation, communication management, HR management and recovery/return.

The Crisis Management Training also includes two separate tabletop exercises using scenarios that provide relevant material for discussions. It should be noted that both the 9 sessions and the exercises should be held and monitored by an experienced instructor.

DAY 1

Theory session 1-4

Tabletop exercise 1

DAY 2

Theory session 5-8

Tabletop exercise 2

Theory session 9 and summary
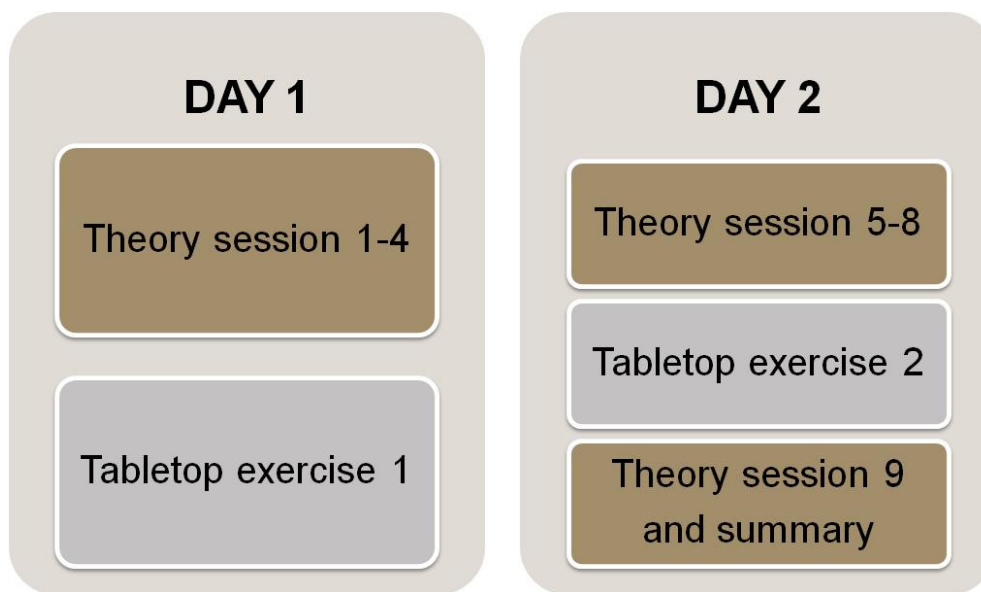
Schedule of Activities

An average training day takes an 8 hour working day, breaks included, but the schedule/duration may vary. The trainer must gauge the participants' energy levels and adapt the schedule accordingly. For instance, lowered energy is often a good time for a break or energising activity such as a case study or a group discussion. It is preferred to have longer or more complex sessions in the morning when energy levels are still high. The entire programme outlined below will take two full working days to have it properly completed. The original planning for Module IV is outlined below.

Day 1

Sessions	Estimated time frame	No. of slides
0. Introduction	0,5 h	9
1. When the Unforeseen Happens	1 h	40
2. Incident Preparedness	1 h	13
3. Preparatory Measures		42
4. Immediate Actions	0,5 h	8
Tabletop Exercise 1	2-3 h	19

Day 2

Sessions	Estimated time frame	No. of slides
5. Managing the Incident		7
6. Communication Management	1 h	10
7. Human Resource Management		9
8. Recovery and Return	0,5 h	8
Tabletop Exercise 2	2-3 h	16
9. International Crisis Management and Industry Organisations	0,5 h	18
Summary	1 h	18
Final reflections		6

It is recommended that participants are offered the complete course in the above mentioned order; though individual sessions may be offered separately and in random order.

Tabletop Exercises

A tabletop exercise is a relatively simple form of exercise with great potential in its effects, but with limited preparations. The main objective with this form of training is to educate the individual and develop an organisational capability. The exercise takes place at a conference table. During a tabletop exercise the group is confronted by a variety of problems, based a scenario. By reasoning and discussing the group can identify shortages and weaknesses of the current ability to meet the situation, which enables proposals for future improvements. The group should be led by a moderator/chairperson and each group task ends with a summary of the discussions.

The simulation is built in the following way:
1. The participants are divided into groups of ~ 5 persons
2. The scenario is given in plenum (each scenario presentation takes ~5 minutes)
3. Time limits and tasks are given
4. Written questions are given as hand outs
5. Breakout session (the idea is that each group shall discuss their interpretation of the scenario)
6. Presentation and discussion is done in plenum
7. New task and hand outs given
8. Breakout sessions
9. And so on….
10. Summary

Suggested time frames:
Group session:	~15 minutes per area
Plenum discussion:	~20 minutes
Brakes, pauses:	~10 minutes
Summary:	~10 minutes

Evaluation

In order to provide a high quality training program it is important to get the participants view. In the evaluation the participants are asked to evaluate the following parts:

- Their overall assessment of the course
- Each session
- The discussion points
- The tabletop exercises
- The overall performance of the trainer
- The physical environment for the training

Checklist of resources

The following is a checklist of resources that are required for the Training Programme. Make sure that you have organised all of these materials well in advance before the training session commences.

The resources required for the training course are:
- Audio visual equipment
  - Beamer/overhead projector and screen
  - Laptop with PowerPoint
- Flip over or whiteboard
- This Trainers' Guide
- The PowerPoint Presentations
- A List of Participants
- A set of handout material for each student
- Sufficient paper supplies and stationary
- Refreshments: including tea/coffee/water; candies or other treats
- Plus any other resources that, you feel, are required

Training Tips

The environment for the training is very important as it determines mood attitudes and affects both the theoretical learning process and the practical side of it. For this process to be effective and optimal, the trainer must take careful note of the physical and learning environment.

Physical Environment

The physical environment where the training sessions are presented can have a significant impact on training effectiveness. Keep in mind the following physical environmental requirements

- Room large enough to accommodate the group involved
- Space for smaller break out groups (ideally, access to separate rooms)
- Furniture, such as tables and comfortable chairs which can be easily rearranged for training purposes (groups, U-shape)
- Access to toilets
- Training equipment
- Sufficient light and ventilation or air conditioning
- Clear field of vision from all seat areas

Learning Environment

Nurture the learning environment by creating the necessary conditions:

- Make the process active
- Encourage discussion and feedback
- Make students feel respected and accepted
- Do not discourage mistakes
- Encourage questions
- Encourage participation

Set the audience's expectations

- Let the participants know what their role is. Tell them how you will be conducting the session
- Review the learning objective with the participants at the start of the session to enable them to focus on the topics and be prepared for the learning process. Hand out any supporting manuals or guides.
- Do some "getting acquainted" exercises to begin team building. Never assume that people know each other.

- Remember that they are adults – responsible for their own learning process. You are responsible for providing the best learning environment, materials, and presentation; the rest is up to them.