Instructor Preparation Notes

This document offers information and suggestions to help instructors conduct a successful e-ISuite training session.

Instructor Materials and Resources

❖ **All instructional materials are available on the e-ISuite website:**
https://www.wildfire.gov/application/eisuite

Materials are listed under the <u>User Support</u> menu:

- User Support ○ Helpful Resources
    - Provides a listing of documents containing supplemental information for instructors and students.
    - ○ Instructor Curriculum
        - Provides links to draft Agendas and the Instructor materials for each Unit. The table displays the documents suggested for each unit, and includes links to the User Guide, PowerPoints, exercise handouts and other helpful documents.
    - ○ Online Tutorials
        - The online tutorials are not currently available. We are researching new tools for creating new tutorial videos.
    - ○ Quick Reference Cards
        - A list of available Quick Reference Cards (QRCs) that students should be made aware of for future reference and assistance.
    - ○ User Guides
        - A listing by subject of User Guide chapters that can be printed for the students or accessed online during the class. Information is also available by clicking on the HELP button in the application, which provides information that can be searched for specific topics.

Site:
- The Site installation package is available on the <u>Site Downloads</u> link on the e-ISuite website.
- To save time, either preload the Site install .exe file or have the students download the .exe file from the website.
- Read the <u>Release Notes</u> prior to the class and advise the students to read them whenever a new release is available.
- Use the e-ISuite Training Site Installation PowerPoint as an aid to walk-through the installation process with the students.
- Complete the initial Account Manager user account setup with the students.
- Assist the students in importing the generic user accounts file provided in the Training folder that comes in the install package. They can create their own user accounts also.

Enterprise:

NOTE: The suggested approach to instructing in Enterprise is for the instructor to log in with their account to go over the differences between Enterprise and Site.

- Access to Enterprise is available only to users with valid iNAP Accounts with e-ISuite access through the Integrated National Application Portal (iNAP) website: https://nap.nwcg.gov/NAP/
- Not all students will have iNAP Accounts.
- Internet access is required to login to Enterprise.

There is no Training Database available for Enterprise, so any 'sample' data entered by the students becomes part of the Production environment, which could have a negative impact on system performance and eventually any global reports.

<u>Additional Preparation Suggestions</u>

Prior to the course:

- Book meeting/computer rooms early. Ensure audio/video equipment needs are outlined.
- Advise attendees of the location and provide maps if needed.
- Confirm the number of attendees.
- Confirm that computers are available for each attendee, or that attendees are bringing their own computers. Be sure sufficient power strips are available.
- Confirm the meeting room reservation.
- Assemble a backup kit including markers, masking tape, name cards, pencils, and pens.
- Determine whether printed User Guides will be used. Print them and assemble binders or make arrangements to email the materials to the course coordinator so they can be printed and assembled in advance and ready for the course. (These can be referenced online by the students during class if preferred, depending on internet availability and instructor preference). You also have the option of printing the Quick Reference Cards instead of the User Guides as they are not as comprehensive and so do not require as much printing.
- Determine whether the handouts will be printed at the training location and ensure there are sufficient handouts available.
- For the Cost Unit, make sure to provide copies of a local **Cost Share Agreement** for use in the Cost Apportionment section.
- Learn the materials thoroughly.

Day of the Session:

- Arrive at the training room early.
- Test the audio/video equipment to make sure it is operational and ready for use.
- Ensure the e-ISuite Site .exe file is loaded on the instructor/podium computer.
- Make sure all students can see the visuals and have access to a computer.
- Begin on a high note and start on time.
- Introduce yourself and have the class introduce themselves.

- Provide logistical information such as rest room locations, fire exits, etc.
- Review the Agenda and make the objectives clear.

During Training:
- Stay on schedule by setting reasonable break lengths and not waiting for stragglers.
- Repeat questions to make sure all students heard what was asked.
- If you don't have an answer to a question, ask if anyone else knows the answer or advise the class you will find the answer and provide it later.
- Draw information out of the group whenever possible:
  - Hold a daily After-Action Review and share with the class the following morning.
  - Capture any 'bin' items and ensure follow up.
- Hold a cadre meeting after each day to discuss how the session is going, issues, changes, etc.

Closing the Session:
- Ask students to complete the course evaluation.
- Hand-out course certificates – these are optional.

General Tips for Trainers

- Attend a Facilitative Instructor class.
- Review the NWCG Course Coordinator's Guide (PMS 907). Engage the audience and make the training more interactive:
  - Use a variety of question types.
  - Relate the topic to the students' individual situations ○ Ask students to share experiences that relate to the topic.
  - Keep the energy moving.
  - Change something in the presentation every so often (new visuals, activities, etc.) ○ Move around the room – know the materials well enough to allow for this. ○ Show enthusiasm. ○ Ask a trivia question after breaks and give a prize to the winner.
- Situational Awareness ○ Have a thorough knowledge of the concepts, procedures, sequences, screen locations, etc., of the course before instructing the class.
  - Make sure the room is not too hot or too cold and there is enough room for everyone without being crowded.
  - Be aware of the group's mood – look for signs of boredom, confusion, excitement, etc., and adjust the instruction method accordingly.