TRAINING MANUAL FOR MONITORS AND BUS DRIVERS

COLEGIO INTERAMERICANO DE GUATEMALA

UPDATED APRIL 2018

1. TRAINING MANUAL FOR MONITORS AND BUS DRIVERS
   a. INTRO

      Trainings allow to improve the knowledge, skills, behaviors and attitudes from school personnel. This investment is necessary to get more competent employees, and therefore, better results and more benefits. The intention of the trainings is to help employees with new tools, creating individuals much more accountable in their jobs and much more prepared. This will result in a much faster resolution of the problems, saving time in the decision making by the staff. The training is not only in the workplace but also serves the customer service and is through training that individuals are more confident and self-confident, which translates into a more satisfied customer.
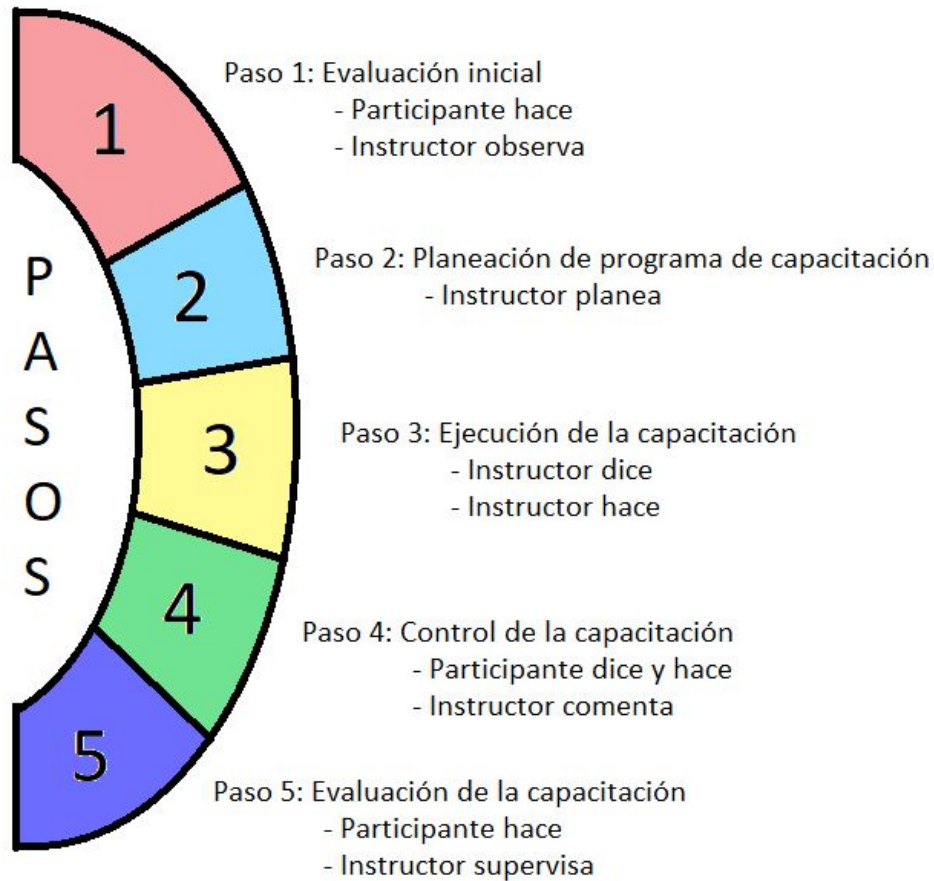
   B. Basic tools for training
   - Have the jobs descriptions and specs updated
   - Establish work itineraries
   - Clear manuals and procedures
   - Define a performance evaluation system
   - Have personnel records

   These tools are intended to define the desired roles of people working in transportation and compare the current performance of people with the desired performance, and analyze the causes in the behavior. They also help to analyze and dispose of the history of the monitors and drivers, their personal background, their career path, their performance and their development potential. In summary, these tools contribute to making the training system in an organization more efficient.

   5 steps to perform transportation personnel training.
   1. Initial assessment of the situation. We must measure how participants are in the area we want to improve.
   2. The training is planned based on the needs that were observed in step 1.
   3. The training is carried out, teaching the participants the improvements and the processes that they want to obtain.
   4. A simulation or a control of the training is done where the participants carry out the processes and the instructor comments and gives feedback.
   5. An evaluation of the processes is carried out and the instructor does not comment, he only writes down and evaluates the weak points that were observed in this step in the next training.

Paso 1: Evaluación inicial
- Participante hace
- Instructor observa

Paso 2: Planeación de programa de capacitación
- Instructor planea

Paso 3: Ejecución de la capacitación
- Instructor dice
- Instructor hace

Paso 4: Control de la capacitación
- Participante dice y hace
- Instructor comenta

Paso 5: Evaluación de la capacitación
- Participante hace
- Instructor supervisa

b. PROCEDURE
 i. STAGES OF TRAINING MANAGEMENT
  1. Need Analysis
   a. To analyze the needs, an initial evaluation must be made.
    i. Emergency assessment
     1. To evaluate the skills and knowledge of the personnel in cases of emergency, a simulation should be done evaluating each possible emergency and allowing the instructors and pilots to carry out the simulation.
    ii. Customer Service Assessment
     1. To evaluate the skills and knowledge of the personnel in customer service, a simulation should be done evaluating each possible confrontation with the parents and allowing the instructors and pilots to carry out the simulation.

      iii.   Work Performance Assessment
1. To evaluate the skills and knowledge of the personnel in their work place, a simulation should be done evaluating each possible confrontation with the children and users and allowing the monitors and pilots to carry out the simulation.

2. General Planning
   a. Once the needs have been analyzed, learning objectives for the training should be established. The planning of the training must be done prior to the execution of any training. There must be a plan in which the weaknesses and / or strengths of the work team can be exposed. Planning usually contains an introduction, background, summary of needs analysis, objectives, actions to implement, total number of participants, budget and priorities.

3. Training Execution and Control
   a. The part of execution and control of the training is the practical part, this is where the training as such begins. The participants are taught the improvements that are expected after the training and the successes they had during the initial evaluation. In order to carry out an effective execution, the following guidelines must be in place:
      i. Assessment description and objectives
      ii. Assessment purposes
      iii. Sources and audience of information
      iv. Access and / or restrictions
      v. Evaluative questions
      vi. Information collection plan
      vii. Variables, indicators and standards
      viii. Analysis and interpretation of data plan
      ix. Report plan

4. Training evaluation
   a. In order to evaluate the final situation, the participants should be allowed to act alone without the instructor interacting with them. In this way it will be possible to observe which are still weaknesses, if a new weakness arose and which were the successes of the simulation. This is where the training process starts again

5. Questions to plan and execute the training
    a. Is this really the problem?
    b. who sees it as a problem?
    c. Why are these people dissatisfied?
    d. What is the degree of dissatisfaction?
    e. Is the training an adequate solution or at least part of a solution?
    f. Which combination or mixture of solutions is adequate?
    g. Is there a sufficient basis to intervene?
    h. What are people willing to give for the solution?
    i. How does the solution to this problem compare with other solutions we are currently addressing?
    j. How do we see the situation after having intervened?
    k. When will we consider that the solution has been successful?
    l. If we do not intervene: Will someone be harmed? Will anyone benefit?