
UNIT 10: KEEPING YOUR PROGRAM GOING

In this unit you will learn about:

- **Essential Skills and Abilities.** CERT Program Managers' strengths, what more they need to learn, what they need to do themselves, and what they can delegate.
- **Keeping a CERT Program Alive.** The five critical elements required to keep the CERT program healthy and viable.
- **Program Maintenance Matrix.** Technique to identify activities that contribute most significantly to program maintenance.

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**LEARNING
OBJECTIVES/
PERFORMANCE
OUTCOMES**

- At the conclusion of this unit, the participants will be able to:
- Describe how to sustain a local CERT program.
 - Describe the knowledge, skills, and abilities a Program Manager must possess in order to coordinate a program.
 - Identify elements necessary for sustaining a program.
 - Explain a technique for identifying program activities that contribute most significantly to program maintenance.
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SCOPE

- The topics that will be discussed in this unit are:
- Unit Overview
 - Essential Skills and Abilities
 - Keeping a Program Alive
 - Unit Summary
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**ESTIMATED
COMPLETION
TIME**

1 hour

**TRAINING
METHODS**

The instructor begins the unit discussion by eliciting the essential skills and abilities the Program Manager should possess (or strive to develop in himself/herself) in order to coordinate and maintain the CERT program.

Next, the instructor explains the five critical elements that CERT Program Managers should focus on to keep their program healthy and viable for the long term.

Last, experienced Program Managers are given the opportunity to work together to develop a program maintenance matrix with key tips and techniques that are required to support each of the critical elements, and thereby maintain their programs.

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RESOURCES REQUIRED

- *Community Emergency Response Team Program Manager Instructor Guide* (for instructors)
 - *Community Emergency Response Team Program Manager Participant Manual* (for participants)
 - PowerPoint slides 10-1 to 10-19
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EQUIPMENT

The following equipment is required for this unit:

- A computer with PowerPoint software
 - A computer projector and screen
 - Easel pad and easel or whiteboard
 - Markers
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PREPARATION

Prepare an easel pad page in advance to use for the Program Maintenance Matrix activity. Write each of the five critical elements of program maintenance across the top of an easel page (or whiteboard).

NOTES

A suggested time plan for this unit is as follows:

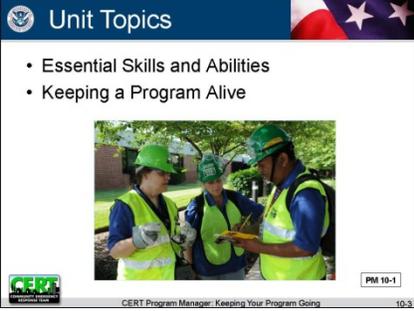
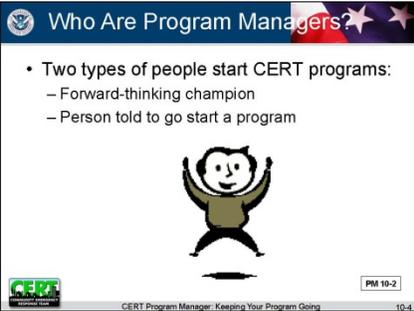
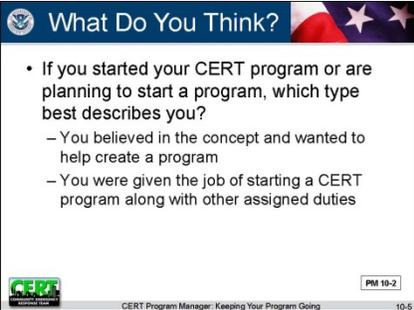
Unit Overview2 minutes
Essential Skills and Abilities27 minutes
Draft Program Plan: My Development Goals.....5 minutes
Keeping a Program Alive.....25 minutes
Unit Summary.....1 minute
Total Time: 1 hour

Unit 10: Keeping Your Program Going

| INSTRUCTOR GUIDANCE | CONTENT |
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| <div data-bbox="188 501 605 812" data-label="Image"> </div> <p data-bbox="188 829 457 863">Display Slide 10-1</p> <div data-bbox="188 1100 605 1411" data-label="Image"> </div> <p data-bbox="188 1428 462 1461">Display Slide 10-2</p> | <p data-bbox="634 506 886 541"><i>Unit Overview</i></p> <p data-bbox="634 564 1414 705">Say that a sustainable CERT program must have a strong Program Manager who is competent and able to consider both the short- and long-term program coordination requirements. This unit looks at:</p> <ul data-bbox="683 730 1430 1016" style="list-style-type: none"> • Essential skills and abilities the Program Manager should possess • Critical elements involved in keeping a program alive • Use of a program maintenance matrix to identify activities that contribute most significantly to program maintenance <p data-bbox="634 1104 865 1140">Unit Objectives</p> <p data-bbox="634 1157 1117 1192">Give the unit’s learning objectives.</p> <p data-bbox="634 1209 1430 1278">At the conclusion of this unit, the participants will be able to describe how to sustain a local CERT program:</p> <ul data-bbox="634 1297 1430 1583" style="list-style-type: none"> ▪ Describe the knowledge, skills, and abilities a Program Manager must possess in order to coordinate a program. ▪ Identify elements necessary for sustaining a program. ▪ Explain a technique for identifying program activities that contribute most significantly to program maintenance. |

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|  <p>Unit Topics</p> <ul style="list-style-type: none">• Essential Skills and Abilities• Keeping a Program Alive <p>Display Slide 10-3</p> | <h3>Unit Topics</h3> <p>Say that, to meet the objectives, this unit will look at the following topics:</p> <ul style="list-style-type: none">▪ Essential Skills and Abilities▪ Keeping a Program Alive |
|  <p>Who Are Program Managers?</p> <ul style="list-style-type: none">• Two types of people start CERT programs:<ul style="list-style-type: none">– Forward-thinking champion– Person told to go start a program <p>Display Slide 10-4</p> | <h3>Essential Skills and Abilities</h3> <h4>Who Are Program Managers?</h4> <p>Tell participants that there are two types of people who start a CERT program:</p> <ul style="list-style-type: none">▪ Forward-thinking champions▪ The person who is told to go start a program <p>Say that both may end up being champions, although they get into the job differently.</p> |
|  <p>What Do You Think?</p> <ul style="list-style-type: none">• If you started your CERT program or are planning to start a program, which type best describes you?<ul style="list-style-type: none">– You believed in the concept and wanted to help create a program– You were given the job of starting a CERT program along with other assigned duties <p>Display Slide 10-5</p> <p>You are not looking for responses from individuals but rather for participants to consider their own reasons for starting a CERT program.</p> | <p>Ask:</p> <h4>If you started your CERT program or are planning to start a program, which type best describes you?</h4> <ul style="list-style-type: none">▪ You believed in the concept and wanted to help create a program▪ You were given the job of starting a CERT program along with other assigned duties |

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| <p>The Challenge</p> <ul style="list-style-type: none">• Keeping program going• Making sure that program is effective and stays strong and viable  <p><small>CERT Program Manager: Keeping Your Program Going 10-6</small></p> | <p>Summarize the discussion by saying that starting a CERT program is only part of the job. Once the program is underway, the real challenge begins – keeping the program going and making sure that it is effective and stays strong and viable.</p> |
| <p>Display Slide 10-6</p> <p>Important Info to Know</p> <ul style="list-style-type: none">• How to manage volunteers• How to accommodate all volunteers• How to promote program to community, media, elected officials, potential sponsors, etc.• How to convince veteran police and fire chiefs to use volunteers• How to manage time commitment and amount of resources required to run a successful program  <p><small>CERT Program Manager: Keeping Your Program Going 10-7</small></p> | <p>Tell participants that there are certain things a person must know to start and maintain a CERT program. These include but are not limited to:</p> <ul style="list-style-type: none">▪ How to manage volunteers (and how it differs from managing staff), including recruitment, retention, and termination▪ How to accommodate all the volunteers regardless of skills and abilities▪ How to promote the program to the community, media, elected officials, potential sponsors, etc.▪ How to convince veteran police and fire chiefs to want to use volunteers by building organizational support/sponsorship▪ How to manage the time commitment and amount of resources required to run a successful program (whether your CERT position is employing you or not) |
| <p>Display Slide 10-7</p> <p>Important Info to Know (cont'd)</p> <ul style="list-style-type: none">• How to address legal hurdles and aspects• How to prove the value of the program• How to develop program support from elected officials for program activities• What your CERT program's role is in your specific community's emergency operations plan  <p><small>CERT Program Manager: Keeping Your Program Going 10-8</small></p> | <ul style="list-style-type: none">▪ How to properly address legal hurdles and aspects of the program▪ How to prove the value of the program (ability to quantify the program's effectiveness)▪ How to develop program support from elected officials for program activities (such as giving credit for CERT high school training)▪ What your CERT program's role is in your specific community's emergency operations plan |
| <p>Display Slide 10-8</p> | |

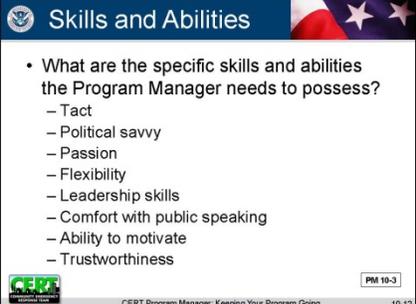
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|  <p>Requirements Vary</p> <ul style="list-style-type: none">• Vary by community• Vary by region <p>CERT Program Manager: Keeping Your Program Going 10-9</p> | <p>Say that this list is not exhaustive by any means. It will vary by community and/or the region in which the CERT program exists.</p> |
| <p>Display Slide 10-9</p>  <p>What Do You Think?</p> <ul style="list-style-type: none">• What else would you add to the list we have just reviewed? <p>CERT Program Manager: Keeping Your Program Going 10-10</p> | <p>Ask:</p> <p>What else would you add to this list?</p> |
| <p>Display Slide 10-10</p> <p>Conduct a class discussion by asking this question.</p> <p>Record responses on an easel pad. See list below for possible responses.</p> | |

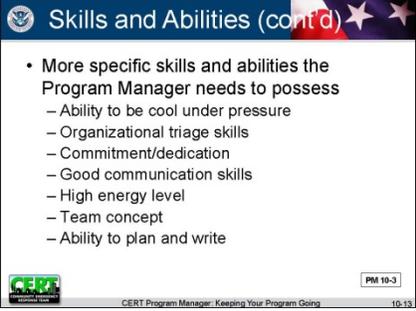
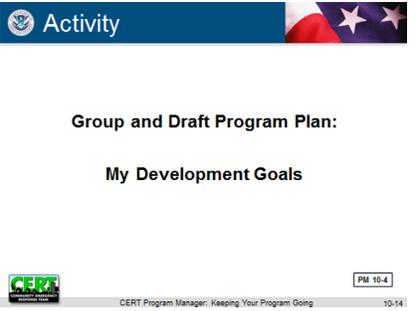
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|  <p>Skills and Abilities</p> <ul style="list-style-type: none">• What are the specific skills and abilities the Program Manager needs to possess?<ul style="list-style-type: none">– Tact– Political savvy– Passion– Flexibility– Leadership skills– Comfort with public speaking– Ability to motivate– Trustworthiness <p>Display Slide 10-12</p> <p>Conduct a class discussion by asking this question. Record responses on an easel pad.</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Make sure that the list includes the items in the slide below as it will be needed for the activity.</p> | <p>Ask:</p> <p>What are the specific skills and abilities the Program Manager needs to possess?</p> <p>Summarize the discussion by saying that a listing of Program Manager skills and abilities was developed as part of the design process of this course. The list includes:</p> <ul style="list-style-type: none">▪ Tact▪ Political savvy▪ Passion▪ Flexibility▪ Leadership skills▪ Comfort with public speaking▪ Ability to motivate▪ Trustworthiness <p>(continued)</p> |

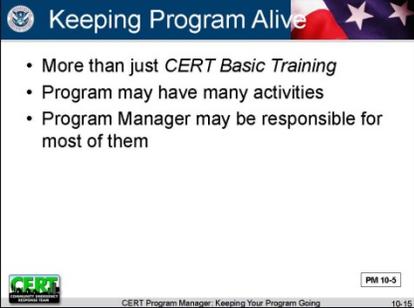
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|  <p>Skills and Abilities (cont'd)</p> <ul style="list-style-type: none">• More specific skills and abilities the Program Manager needs to possess<ul style="list-style-type: none">– Ability to be cool under pressure– Organizational triage skills– Commitment/dedication– Good communication skills– High energy level– Team concept– Ability to plan and write <p>Display Slide 10-13</p> <p><i>This slide is animated. The first click displays the question. The second click displays the responses.</i></p> <p>Before moving on, ask the participants if they have any questions.</p>  <p>Activity</p> <p>Group and Draft Program Plan:</p> <p>My Development Goals</p> <p>Display Slide 10-14</p> <p>This is a two-part activity: the first part is done as a group; the second part is done individually.</p> | <ul style="list-style-type: none">▪ Ability to be cool under pressure▪ Organizational triage skills▪ Commitment/dedication▪ Good communication skills▪ High energy level▪ Team concept▪ Ability to plan and to write <p>Exercise: Group and Draft Program Plan: My Development Goals</p> <p>Remind participants that being a Program Manager is both satisfying and challenging. Participants need to determine where their strengths are and where they need to learn more, what they need to do themselves, and what they can delegate.</p> <p>Purpose: This activity allows participants to identify specific areas of strength, areas of weakness, and areas that can be delegated to others.</p> <p>(continued)</p> |

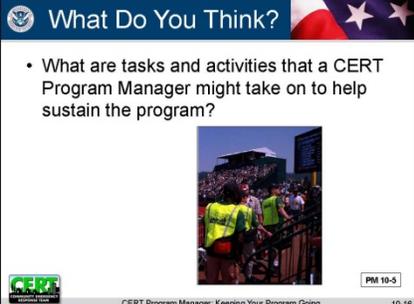
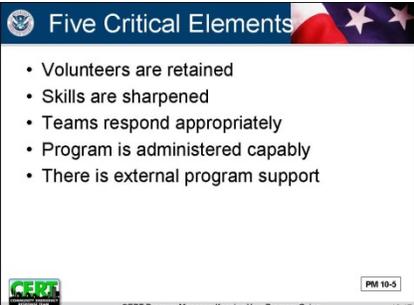
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|   <p>Display Slide 10-15</p> | <p>Instructions: Follow the steps below to conduct the activity.</p> <ol style="list-style-type: none">1. Refer participants to the easel pad listing of the Program Manager's desired skills and abilities.2. As a group, work through the list and ask participants to identify:<ol style="list-style-type: none">a. Which of these skills and abilities can be learnedb. Which of these skills and abilities can be delegated to others (for example, grant writing)3. Refer participants to the <i>Draft Program Plan</i> in Unit 1 of the Participant Manual and the Instructor Guide. Ask them to complete the first part of the tenth section, <i>Keeping the Program Going</i>.<ol style="list-style-type: none">a. Three areas where they do well (three strengths)b. Three areas where they want some additional trainingc. Three areas that they might want to delegate or share <p>Debrief: Summarize the activity by saying that there is a self-assessment that Program Managers can use to identify the best next steps for their own development.</p> <p>Do you have any more questions about the essential skills and abilities of the Program Manager?</p> <p><i>Keeping a Program Alive</i></p> <p>Say that, given all the concepts covered so far, it should be clear that there is a lot more to running a CERT program than simply providing <i>CERT Basic Training</i>. A CERT program is usually involved in a number of activities and the CERT Program Manager will be responsible for most of them.</p> |

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| <p data-bbox="191 363 605 667">What Do You Think?<ul style="list-style-type: none">• What are tasks and activities that a CERT Program Manager might take on to help sustain the program?<p>CERT Program Manager: Keeping Your Program Going 10-16</p></p> | <p data-bbox="630 380 1430 506">Ask: What are tasks and activities that a CERT Program Manager might take on to help sustain the program?</p> <p data-bbox="630 1415 1414 1843">Five Critical Elements Tell participants that keeping a program going involves five critical elements. All of the activities just mentioned address one or more of these five elements:<ul style="list-style-type: none">▪ Volunteers are retained.▪ Skills are sharpened.▪ Teams respond effectively.▪ Program is administered capably.▪ There is external program support.</p> |
| <p data-bbox="191 1398 605 1703">Five Critical Elements<ul style="list-style-type: none">• Volunteers are retained• Skills are sharpened• Teams respond appropriately• Program is administered capably• There is external program support<p>CERT Program Manager: Keeping Your Program Going 10-17</p></p> | |

Display Slide 10-16

Conduct a class discussion by asking this question. **Record responses on an easel pad so that participants can use the list during the activity.** Try to get at least 20 tasks listed.

Examples:

- Drills and exercises
- Volunteer newsletter
- Annual report
- Developing non-emergency opportunities for CERT members to contribute to public safety

Display Slide 10-17

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|  <p data-bbox="272 1159 529 1180">Program Maintenance Matrix</p>  <p data-bbox="191 1352 480 1386">Display Slide 10-18</p> | <p data-bbox="634 365 1354 470">Stress that any program tasks and activities should support one or more of these elements of program maintenance.</p> <p data-bbox="634 491 1354 554">Explain that one program activity, if modified, might address multiple maintenance activities.</p> <p data-bbox="634 596 1386 772">For example, an exercise will help sharpen members' skills and team response; however, if provisions are made to engage fire department officers and elected officials as observers or participants, the exercise will also enhance external support.</p> <p data-bbox="634 814 1435 991">Note that the degree to which each activity will contribute to overall program vitality varies among local CERT programs. It is important for every Program Manager to assess how various activities will make the most difference in sustaining his or her local program.</p> <p data-bbox="634 1041 1256 1075">Activity: Program Maintenance Matrix</p> <p data-bbox="634 1096 1386 1201">Purpose: This activity allows participants and the instructor to work together to identify actions that contribute most significantly to program maintenance.</p> <p data-bbox="634 1222 1370 1285">Instructions: Follow the steps below to conduct the activity.</p> <ol data-bbox="634 1310 1435 1696" style="list-style-type: none">1. Participants work individually.2. Refer participants to the <i>Program Maintenance Matrix</i> in the Participant Guide and on the following page in the Instructor Guide.3. Display the list of tasks and activities generated in the prior discussion.4. Display the prepared easel pad page (or whiteboard) listing of the five critical elements of program maintenance. |

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| PM, P. 10-7 to 10-8 | <p>5. Review the instructions:</p> <ul style="list-style-type: none">a. Ask for a volunteer to identify one task/activity from the list of tasks and activities generated in the prior discussion.b. Write the task/activity on the left-hand side of the prepared easel page.c. Ask participants to indicate which of the critical maintenance elements the task/activity supports.d. Place a check mark under the element(s) indicated.e. Continue until 17 of the activities have been transferred to the <i>Program Maintenance Matrix</i>.f. Review each of the 17 tasks/activities on the chart and count up the number of check marks for each.g. Point out which tasks/activities support more than one element. With a limited amount of time and resources, Program Managers will want to focus their energies where they have the greatest impact. <p>6. Refer participants to the <i>Draft Program Plan</i> in Unit 1 of the Participant Manual and the Instructor Guide. Ask them to complete second part of the tenth section, <i>Keeping the Program Going</i>.</p> <p>7. Have participants individually record in their Draft Program Plan ideas they have for tasks/activities they may want to add or redesign to make program maintenance efforts most efficient.</p> <p>Debrief: Remind participants to plan their tasks and activities so that they get the biggest “bang for the buck” in terms of sustaining the program.</p> |

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| PM, P. 10-7 to 10-8 | Activity: Program Maintenance Matrix |
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Directions: Enter a task or activity in the left column. For each task/activity, indicate with a check mark which critical program maintenance element(s) it best supports.

| Task or Activity | Retain Volunteers | Sharpen Skills | Effective Team Response | Capable Program Administration | External Program Support |
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| Task or Activity | Retain Volunteers | Sharpen Skills | Effective Team Response | Capable Program Administration | External Program Support |
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| <p data-bbox="191 363 605 405"> Unit Summary</p> <ul data-bbox="212 417 568 583" style="list-style-type: none">• Essential skills and abilities the Program Manager should possess• Critical elements involved in keeping a program alive• Use of a program maintenance matrix to identify activities that contribute most significantly to program maintenance <p data-bbox="191 636 605 674"> CERT Program Manager: Keeping Your Program Going PM 10-9 10-19</p> <p data-bbox="191 688 480 724">Display Slide 10-19</p> <p data-bbox="358 848 436 921"></p> | <p data-bbox="634 363 889 405">Unit Summary</p> <p data-bbox="634 422 1365 495">Tell participants that this unit has looked at program maintenance, specifically:</p> <ul data-bbox="634 512 1430 758" style="list-style-type: none">▪ Essential skills and abilities the Program Manager should possess▪ Critical elements involved in keeping a program alive▪ Use of a program maintenance matrix to identify activities that contribute most significantly to program maintenance <p data-bbox="634 848 1414 921">Do you have any questions about anything covered in this unit?</p> <p data-bbox="634 1003 808 1039">Conclusion</p> <p data-bbox="634 1056 1377 1129">The next unit wraps up the <i>CERT Program Manager</i> course.</p> |

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