

Departmental directives and IDEF flowcharts developed and written by Stephen Arthur. **Note:** These directives, commissioned by the Quality Assurance Department, were intended for executive-level developers of training programs, not trades trainees. These are not SOPs for front-line workers. This pre-set format and style does not reflect the modern typography and user-friendly, plain-language style that would be used for most policy and procedure manuals. See for comparison the E-Comm 9-1-1 sample.

Hughes Aircraft Canada Limited (HACL)
Hughes Canada Systems Division (HCSD) Directive

Practice for Management of External Training
DIV-ENG-TRN-PRA-01-00

Title: **PRACTICE FOR MANAGEMENT OF EXTERNAL TRAINING**
Identifier: HCDS-ENG-TRN-PRA-01-00
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Approved by: _____
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1.0 PURPOSE

This practice is one of a linked pair of practices that together implement Product Support's mission statement for the provision of training for external customers. The mission is to provide, in a competitive and cost-effective manner, superior turn-key training products and services that utilize emerging training technologies when appropriate, and are fully tailored for the personnel involved. The purpose of this training management practice is to meet the *quantitative* requirements defined by any contract, while the purpose of the SAT practice is to meet the *qualitative* requirements (reference 1, *Practice for External Training: Systems Approach*).

This practice is intended to provide a common understanding of what is currently involved in executing the HCSD Training Organization's management process for provision of external training, from the viewpoint of the Product Support Manager. It also provides a basis for future improvements.

For internal training (HCSD staff), no practice is yet in place. The HCSD Training Organization is currently studying the internal training requirements, and will produce a report and series of recommendations related to the role of training in HCSD's human resource development program.

It is assumed that readers are competent to read and interpret practices and process maps, which are developed in accordance with the IDEF model and notation (*Product Standard for Directives*, reference 10).

2.0 KEY TERMS

TRAINING is a planned learning activity that makes a measurable contribution to the job competency and stability of employees in an organization. Training may take place in a classroom, another facility away from the workplace, or on the job. In all cases training is a planned and evaluated activity, based on identifying tasks to be performed under specified conditions to meet measurable criteria. Training by the HCSD Training Organization is *not* limited to support for systems or products produced by HCSD.

The SYSTEMS APPROACH TO TRAINING (SAT), defined in the linked training practice (reference 1), follows a characteristic sequence:

1. Analyze -- clarify the problem, establish desired objectives, identify alternative solutions (including non-training solutions).
2. Design the training -- select, organize, sequence, and describe the events of instruction.
3. Develop the training -- produce the required instructional materials, and train staff to deliver the training.
4. Conduct and evaluate the training.

3.0 RESPONSIBLE ORGANIZATIONS / PERSONNEL

The HCSD TRAINING ORGANIZATION (HTO) is responsible for providing training and related services in support of project goals and customer requirements. The roles of personnel within the Training Organization are not specified in this practice. In addition, since the HCSD Training Organization is responsible for each and every procedure comprising the two practices for external training, the process map (Appendix A) shows only the *other* responsible organizations or personnel involved in the training process.

Other responsible personnel may include the CLIENT, VENDORS, and other practice areas including BUSINESS DEVELOPMENT (BDV), PROGRAM/PROJECT MANAGEMENT (PM), ILS, and Technical Publications staff from the Data/Document Management practice (DM).

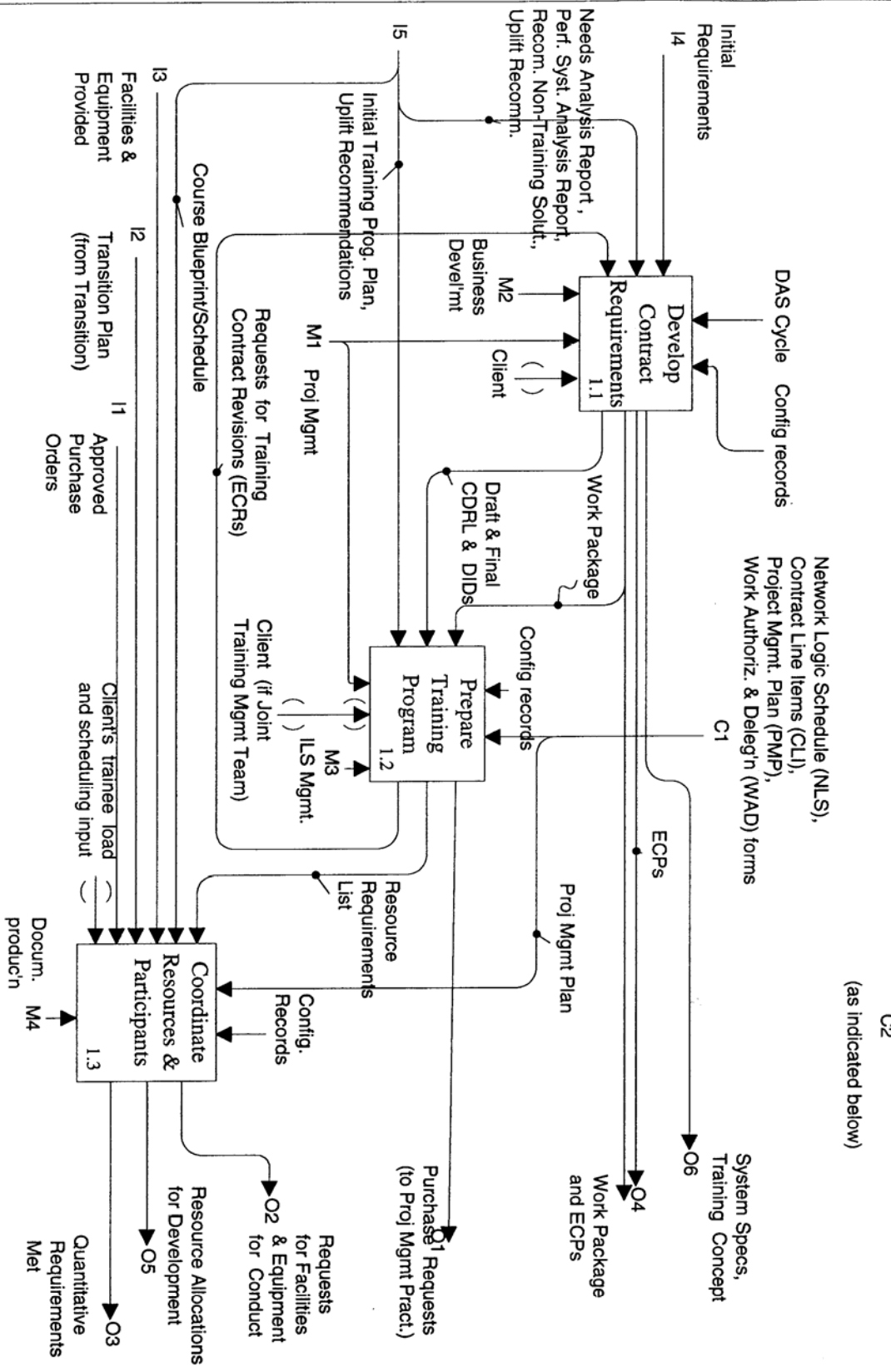
4.0 GENERAL

As shown on the Node 0 (zero) page of the process map (Appendix A), this training management practice is Node 1 in the overall process for external training. Node 1 is shown in relation to Node 2, the SAT practice, as well as in relation to other salient HCSD practice areas. This section describes the training management practice in this context.

The training management practice develops the contract requirements, prepares the training program, coordinates the resources for the development of the training, and coordinates the resources and participants to conduct the training. The initial outputs from the training management practice should include a Work Package, and may include System Specifications, and a Training Concept. These trigger the first step of the SAT practice: analysis. The analysis step may or may not be followed by the development of a training program, depending on whether a performance-system analysis or a training-needs analysis is done, and on what the results of those analyses are. Those analyses may also result in changes to the initial contract requirements.

Prior to designing a training program, input from the SAT practice should include an initial Training Program Plan, which is used by the training management practice to prepare and coordinate the quantitative aspects of the training program. Concurrently, the training instruction will be designed and developed within the SAT practice, on the basis of the resources for development that are allocated to it by the training management practice. The design of instructor-led training will provide further input from the SAT

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