Newly Hired Southeastern Pennsylvania Transportation Authority Managers Training Curriculum

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**Instructional Plan: Phase I**

**Title: Newly Hired Transportation Manager Training Curriculum in the Southeastern Pennsylvania Transportation Authority (SEPTA)**

 **Description and purpose of the selected course or training session:**

The transportation manager curriculum address the problems of ineffective training for new Transportation Managers (TM).  In the next few years, a significant number of veteran transportation managers will retire in a department of eighty.  It is projected that the number of TM to retire reflects a figure roughly of fifteen.  Therefore, the veterans and their skills will vanish from the department, and new TM will fall in place.  Consequently, the instructional design plan curriculum trains newly hired TM to become qualified within the skills portrayed by veteran TM.  In other words, the new hired TM displays the same skills as veteran TM's.  The curriculum description covers various job requirements, Federal regulations, etc.  Last, the primary training points is an active radio and public communication.

**Target audience:**

The target audience consists of newly hired Transportation Managers (TM).  The newly hired TMs' age is ranging from 23 to 60 years.  Furthermore, the target audience includes only newly hired TM because the pool of current TMs has obtained their knowledge of the job perspectives.  The education level includes the following: a high school diploma and at least an Associate's Degree.  However, some newly hired TMs are considered back-filled until their permanent date of hire.  Last, newly hired TMs are required to have previous knowledge of bus/trolley operations. (For Example Hands-on experience with operating a bus/trolley along with some technical aspects).

**Delivery Modality and Length of Training Session:**

The length of the training session is two months.  The first month of training is a traditional classroom setting with material distributed among the TMs.  The material includes Radio codes, Hand-on computer issued radio, SEPTA'S documents, pamphlets, and Computer-issued iPad. The second month of training includes working alongside with Control Center (Radio Center) different shifts and the last two weeks riding along veteran TM for hands-on experience to gain field knowledge.

**Session Goals:**

The opportunity to interact with veteran TMs

Protocols to communicate appropriately and sufficiently on the airways through the Authority’s issues hand-held radios

SEPTA's documents completed accordingly to the Organization's requirements and the Federal Transportation Authority (FTA)

Operate the bus/trolley lines for emergency calls (sick/injured bus/trolley operators)

Instructional Plan: Phase II

**Session Goals:**

The newly hired transportation managers (TM) obtain the required knowledge

 regarding radio protocol utilizing the radio codes to transmit sufficiently across the airways

**Aligned Learning Objectives (ABC D)**

Given the radio codes, the newly hired TM will communicate in the proper format to Control Center in a timeline of 2 to 3 minutes across the airways, without any errors.

**Sessions Goals:**

The newly hired TM obtain the correct knowledge in regards to completing the essential documents listed on the organization's required iPads.

**Aligned Learning Objectives (ABCD):**

Given the essential teaching on the company's issued iPads, the newly hired TM will complete each document by the end of their shift in a timeline of the 8-hour work shift without any errors.

**Sessions Goals:**

The newly hired TM obtain the essential skills to operate trolleys (PCC and Kawasaki), trackless buses, and the Arctic bus (60 foot) in an emergency and general knowledge of the vehicles.

**Aligned Learning Objectives (ABCD):**

Given the professional training to operate the numerous buses, the newly hired TM will obtain the skills to operate the vehicles in a time of 5 to 6 minutes after each investigation without errors.

**Sessions Goals:**

The newly hired TMs trained in the various zones riding along with veteran TM's to obtain the hands-on experience of working in the field.

**Aligned Learning Objectives (ABCD):**

Given the professional field training, newly hired TMs will obtain the vital work necessary to perform their duties in a timeline of 8 hours during their work shift, without any errors.

**Instructional Strategies:**

The radio codes are vital for newly hired TMs to obtain and transmit over the airways.  Unfortunately, the 80 codes are used on a daily bases between Control Center Dispatchers, TMs, and Chiefs.  The essential need of codes to communicate in a timeline to keep the line of communication open for emergencies through various zones.  The classroom training regarding codes transforms behavior from a low level of thinking into a higher level for the organization's radio protocols. (Remember, the newly hired TMs are not familiarization with the use of radio codes). Therefore, the training associates the radio codes with landmarks written on

Instructional Plan: Phase II

**Instructional Strategies:**

index cards containing the code on one side. In addition, the instructional strategies indicate to TMs the need to take notes for future references.

**Instructional Technologies:**

The transition from paper to IPad is a new process for the organization.  However, the advantage is eliminating the time frame to handwrite the documents and make any necessary corrections.  In addition, the iPads eliminates the transporting forms through an eight hours work shift on a daily bases.  Furthermore, the documents listed on the iPads are used in legal aspects, and the information is transmitted to upper superiors upon each submission.

Instructional Plan: Phase III

**ISD Implementing Timeline:**

The timeline completing the course will consist of two months.  The first month consist of the following time phase: traditional classroom training of the first three two weeks. The remainder two weeks of the month consisted of PCC II and Kawasaki trolley training, trackless bus training, and the Arctic 60 foot in length bus training. The second-month reflects in the following time frame: The first two weeks of the month mentoring veteran transportation managers (radio along in the field for observation and hands-on experience).  The last two weeks of the second-month training displays in working side-by-side in the controller center to observed the radio protocols between the transportation managers (TM) and the control center dispatchers.

**Resources needed and materials that must be prepared:**

The resources needed and materials disturbed by the SEPTA's instructors are hand-held radios, iPads, yellow safety vests, radio codes, documents implemented by the SEPTA Authority, Detour Signs, Bus/Trolley Schedules, and SEPTA's Vehicles used during working hours.

**Total Length of time your course or training will take:**

The length of time for the classroom training, trolley, trackless and article 60 foot buses consist of the following: Week Days only - 8:00 a.m. until 4:00 p.m. Mondays thru Fridays- the first-month training.

**Total Length of time your course or training will take:**

The second-month training begins with the first two weeks working different hours along with Control Center Controllers to comprehend the communication between both parties using the radio codes.  (Hours includes first shift, second shift, third shift, and overnight)

The second-month ends working alongside veteran supervisors working different hours as well to grasp a hands-on experience in the field. (Hours includes first shift, second shift, third shift, and overnight)

Instructional Plan: Phase III

**Individuals Involved**:

(Chief (Instructors), Bus/Trolley Instructors, New Hired Transportation Managers, Control Center Dispatchers, and Veteran Transportation Managers).

**Implementation Details:**

The communication illustrates engaging newly hired transportation managers (TM) through require material essential for the SEPTA organization.  Communication begins with radio codes written on index cards that more comfortable to comprehend.  The timelines are vital and maintaining the schedule is imperative to move into the next training phase.  In addition, if instructors come across newly hired transportation managers who display issues grasping any of the training material, please contact the next head chief for further instructions regarding this situation. I will engage learners through various scenarios and open classroom discussion. Furthermore, the engagement begins with effective communication through index cards illustrating radio codes and landmarks to remember.

I can acknowledge participants learning aspects through quiz scores and homework assignments.  In addition, a final test portrays every aspect of the training. The students will receive quizzes on the radio codes, the trolley/trackless material, accidents/incidents documentation, and final exam for entire material taught along with radio protocols.  The homework assignments begin with scenarios regarding accidents/incidents and

written in proper format.  (For example - accident forms become legal documents because of lawsuits, repairs, or deaths).

Remember, the organization is a transportation company that encounters on a daily bases lawsuits from numerous aspects. In conclusion, the final exam illustrates to the instructors the level of knowledge of the newly hired transportation managers (TM) intake throughout the training process.  In addition, if any newly hired TM fails three or more quizzes along with the final, then they will return to their original employment status.

Instructional Plan: Phase IV

**Criteria to determine if the goals/objectives were met:**

The informative assessments displays the essential data on the achievement of the goals and objectives of the newly hired TMs. The formative assessments are performance illustrating the scores of the TMs’quizzes, homework assignments, and classroom participation.

**Evaluation instruments needed:**

* The TMs’ end of training course survey
* Observation checklist for the instructors to indicate the TMs assessments completion
* Pre-Assessment (before the training)

Instructional Plan: Phase IV

**Evaluation Overview:**

The evaluation overview displays the TMs training course survey that provides enlightens the instructors on what, when, how, where, and why any changes, input, or issues prevail throughout the traditional or nontraditional classroom settings. In other words, what portion/portions did the TMs find difficult to comprehend or move forward proficiently. The observation checklist for the training instructors indicates the TMs’ assessments before the completion of the course as well as graduation. Last, the pre-assessments reveals knowledge, prerequisites, and general understanding of the TMs managers’ expectation of the job in their words.

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