

Prevention Training Issues	Prevention Awareness	Prevention Policy Development	Transportation/Facility Prevention Program Management	Community Prevention Program Management	Prevention in Operations	Design and Plans Review	Inspection & Enforcement	Appendix A: Prevention Authorities	Appendix B: Training Mandates	Appendix C: Federal Programs	Appendix D: OSHA 1910.119
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**Hazardous Materials
Prevention Training Guidelines**

**Prevention Policy
Development**

Prevention Policy Development

General Training Considerations

Introduction

Prevention Policy Development describes the training requirements of persons who direct or manage organizations that have defined responsibilities in hazardous materials prevention. In this role, audience members initiate and oversee the development and maintenance of the prevention program's mission statement, policies, strategies, goals, objectives, plans, activities, and administrative systems.

In their jobs, audience members direct staff and others who manage and implement prevention programs and activities. Tasks include initiating and directing the development of prevention programs, setting related policy, establishing priorities based on cost/benefit analyses and other information, allocating staff and resources, approving and monitoring plans, supporting program implementation and evaluation, and ensuring interagency liaison and coordination.

Training Audience

The training audience for Prevention Policy Development consists of chief executives and senior managers from a broad spectrum of public, private, and nonprofit organizations. Potential audience members include city and county elected and appointed officials, SERC and LEPC members, facility owners and managers, police and fire chiefs, planning commissioners, school boards, managers of financial institutions, hospital administrators, media executives and station managers, and officers of professional groups, fraternal organizations, and unions.

The training audience should reflect persons who have the organizational authority to develop and enforce prevention program policy and to budget and expend related funds. Some students, especially in smaller jurisdictions and organizations, will also have responsibility for supervising and implementing specific prevention programs and activities. Individuals with dual responsibilities may need additional training, described under Prevention Program Management, below.

Training Requirement

Persons responsible for Prevention Policy Development represent a broad range of organizations, with very different prevention program needs and resources. Thus, the job requirements of individual audience members may differ, sometimes dramatically. However, all students will benefit by awareness-level training in hazardous materials prevention concepts, techniques, and applications. Many also need training that is specific to their unique organizational and prevention program responsibilities (e.g., type of operations, legal and regulatory requirements, management systems, etc.).

As a prerequisite for training, students are assumed to already possess the management skills, technical support, and resources they need to carry out their assigned organizational responsibilities. Thus, the goal of training is to motivate effective prevention program leadership, promote prevention program excellence, and contribute to the development of a disaster resistant community by providing students with a heightened awareness of:

- The risks posed by hazardous materials to the community and the organization.
- The benefits of prevention programs and activities.
- Strategies and options for hazardous materials prevention.
- Organizational and individual roles and responsibilities in hazardous materials prevention.
- Related administrative and resource requirements.

Training Methodology Recommendations

Generic training that is appropriate for all audience members can usually be accomplished in one to three hours. Content should emphasize 1) the jurisdiction's strategy for developing and implementing prevention programs that contribute to the development of a disaster resistant community, and 2) the organization's and student's role in that system. Audiences should be heterogeneous whenever possible, reflecting the contribution of different types of organizations to the community's hazardous materials prevention system.

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More training may be necessary to address the unique needs of different audience members, covering, for example, specific organizational hazards, regulatory requirements, prevention program activities, etc. If so, training managers should group students and tailor training accordingly. Instruction must be presented in such a way that nonspecialists can acquire the information they need to make informed management-level decisions.

Other training methodology recommendations and considerations include the following:

- Training should emphasize the jurisdiction's strategies and methods for developing a disaster resistant community, and encourage the coordination and cooperation of government agencies and private sector organizations in hazardous materials prevention.
- Instructional methodologies should include discussions and small group activities that promote participant interaction and support the resolution of conflicts.
- Course materials for heterogeneous audiences should include examples of prevention activities from various types of organizations, e.g., government agencies, public utilities, chemical transporters, industrial production facilities, hospitals, sewage treatment facilities, truck stops, and pipelines.
- The use of instructional media (videotapes, slides, overhead transparencies, etc.) to enhance the impact and efficiency of training is particularly appropriate for this audience.
- Special efforts may be needed to recruit students due to the nature of their organizational positions and the low priority sometimes afforded prevention programs and training.

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Recommended Training

Prevention Policy Development

Two types of statements are used to describe training requirements recommended for Prevention Policy Development. Terminal objectives identify broad job competencies. Enabling objectives describe instructional competencies that lead to proficiency in the terminal objective. Together, these statements identify generic training needs for all audience members. Hazardous materials training managers are encouraged to refine this material as necessary to clarify the training requirements of different audience groups (e.g., large chemical facility executives, LEPC members, hospital administrators, etc.).

The training objectives presented in the next section are consistent with federal requirements and national standards. Included are FEMA and NRT planning guidelines for communities and facilities, DOT Transportation Regulations, various OSHA worker safety guidelines, EPA requirements, and guidance disseminated by the chemical industry.

Objective Identification Legend

PLCY-1

This is the identification of the objective used in this document. It matches the identification code used in course assessment references. (See the Training Program Management section of this document.) Decimal numbers (such as PLCY-1.1) indicate enabling objectives supporting the primary objective.

Identification

Recommended Training Objectives

PLCY-1	Given an over view of prevention concepts and activities (see <i>Prevention Awareness</i>), analyze the organization's prevention program mission, policies, goals, objectives, strategies, activities, and plans.
PLCY-1.1	Describe guidelines for researching and assessing hazardous materials prevention authorities and statutory mandates.
PLCY-1.2	Describe guidelines for identifying and analyzing technological hazards, vulnerabilities, and risks.
PLCY-1.3	Describe guidelines for developing or refining the organization's hazardous materials prevention program mission statement and policies.
PLCY-1.4	Describe guidelines for developing or refining the prevention program's short- and long-term goals, measurable objectives, and evaluation criteria.
PLCY-1.5	Describe guidelines for identifying and analyzing prevention program strategies and activities.
PLCY-1.6	Describe guidelines for preparing and coordinating short- and long-range prevention program plans.

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PLCY-1.7	Describe common prevention program implementation shortfalls and opportunities.	Prevention Training Issues
PLCY-2	Given the program strategy and plans, identify administrative systems and resources needed to implement the program.	Prevention Awareness
PLCY-2.1	Describe guidelines for determining the scope of the prevention program's administrative and resource requirements.	Prevention Policy Development
PLCY-2.2	Describe guidelines for assessing existing personnel, available resources, organizational capabilities, competing requirements, and staffing alternatives.	Transportation/Facility Prevention Program Management
PLCY-2.3	Describe possible funding resources and alternatives.	Community Prevention Program Management
PLCY-2.4	Describe methods to assess organizational impacts (economic, legal, public relations, etc.) resulting from different resource allocation strategies and program outcomes.	Prevention in Operations
PLCY-3	Given implementation of the organization's prevention program, support and sustain evaluation and maintenance of the program.	Design and Plans Review
PLCY-3.1	Describe guidelines for monitoring program activities and measuring progress in implementing prevention strategies.	Inspection & Enforcement
PLCY-3.2	Describe guidelines for evaluating and refining program systems, strategies, plans, budgets, procedures, etc. to enhance prevention.	Appendix A: Prevention Authorities
PLCY-3.3	Describe guidelines for ensuring long-term compliance with legal requirements and maintaining interagency liaison and coordination.	Appendix B: Training Mandates
PLCY-4	Given a review of prevention program needs, identify additional sources of information, assistance, and training.	Appendix C: Federal Programs
PLCY-4.1	Assess individual and organizational needs for additional information, assistance, and training.	Appendix D: OSHA 1910.119
PLCY-4.2	Identify and describe methods to research and evaluate information, assistance, and training available through government and private sector sources.	

