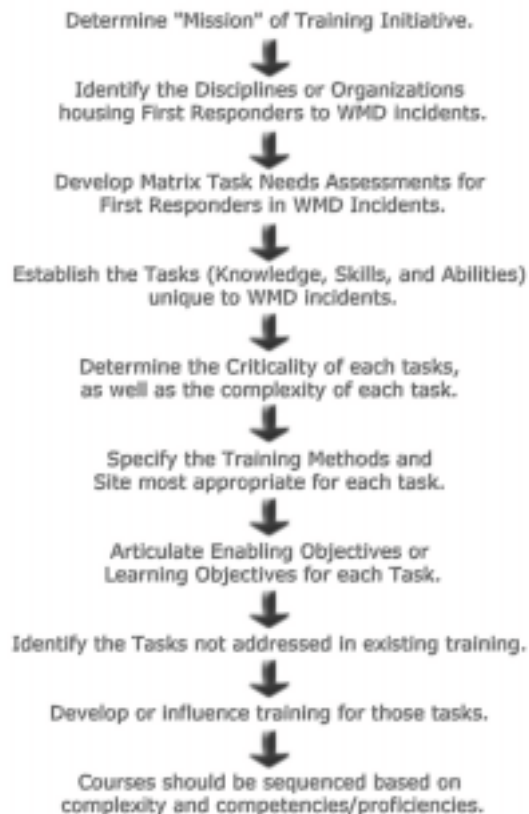


## Part II. Model Process for WMD Training

The final task for The Training Strategy for ODP was to develop and apply a step-by-step strategic process for training specific to WMD incidents - a model process for WMD training. The work for this task is embodied in Part II, Model Process for WMD Training.

To develop the model process, the numerous protocols described in the literature review of Part I were synthesized, condensed, made appropriate to, and made specific for ODP-related training. This adherence to a legitimate, literature-based process provided the structure and rigor needed in developing The Training Strategy for ODP. To ensure accuracy and objectivity, it required the input of external Subject Matter Experts (SMEs) from throughout the nation's first responder community. It is this task of the strategic approach that stands in direct contrast to a non-strategic approach. The latter approach relies on the readily available opinions and wisdom of convention, whereas, the strategic approach requires research, examination, discovery, independent validation and revalidation in that it does not trust the potential bias inherent in conventional opinion and wisdom. One consistent caveat emerged from the work of this task - consistent with ODP's constant assessment and reassessment policy - neither knowledge, process or people are stagnant, hence a strategic approach should not be a one-time event, but a continuum of effort with a beginning, but no finality. The model process that was finally applied is illustrated below.

### MODEL PROCESS FOR WMD TRAINING



The process shown in the steps above was necessary to objectively determine and document the training mission, the training audience, work tasks performed in responding to WMD incidents and training needs. It was also critical to matching types of training with learning objectives, and delivery and evaluation methods.

To make these determinations and discoveries, and to document them, the application of the process was done in a sequential fashion. That is, after the completion of each step, there was reflection as to what that step suggested for the next. There was not a pre hoc determination of each step, each direction, and each element. The process provided a general blueprint or map, but it was constantly subjected to re-examination and revalidation. This admission points out one of the major attributes of the strategic process applied here: there was no preconceived notion as to where the process would lead, just a continued focus upon the major questions that the strategy addressed.

At the completion of each task or step in applying the process, there was discussion, reflection, and examination as to the participants' confidence in the comprehensiveness and results of that step. Further examination was appropriate in many instances, prior to moving to the next step.