

CODE OF PROCEDURE

TRAINING AND DEVELOPMENT COMMITTEE

Approved Fall D.E.C. October 2023

Introduction – The Training and Development Committee Shall collaborate to build a continuous development culture. It's a Legionnaire's responsibility to seek new learning opportunities. It's a Post, District or Department's responsibility to coach their members and identify member development needs. And it's Training and Development's responsibility to facilitate any development activities and processes.

Mission: In general, approve and encourage the following Legionnaire training:

1. Formal training sessions (individual or group)
2. Member Coaching and Mentoring
3. Participating in conferences
4. On-the-job training
5. Task shadowing
6. Leadership training for Officers
7. Training new members
8. Training members to prepare them for advancement within the Legion

Section 1: In the interest of an effective organization and control of American Legion activities, the Department Training and Development Committee has adopted a Code of Procedure outlining its duties and responsibilities to formulate and guide the Department Training and Development committee in its duties.

Section 2: This Committee shall meet at the direction of the Chairman or the Department Commanders. The Chairman shall report to the Department Commander, the Department Executive Committee, and the annual Department Convention.

Section 3: This Committee shall annually prepare and present a budget to the Permanent Finance Commission for the approval prior to the annual Department Convention.

Section 4: The Department Training and Development Committee Code of Procedure shall be reviewed and updated, if necessary, by this Committee for the Fall D.E.C. meetings approval.

Section 5: Meetings may be conducted using virtual technologies (i.e., video/teleconferencing platforms) in addition to what may already be provided for in this code

of procedure. A quorum of the training and Development Committee will be 3 members.

Section 6: Training

- a. Budget requirements
 - 1) Submit budget requirements to the Permanent Finance Committee to include all expenses associated with Training and Development.
- b. Commander wants
 - 1) Shortly after the Department Convention, conduct a meeting with the Department Commander to get his/her input on their desires for training in the upcoming year.
 - 2) This will include training during DEC's, at special training events, etc.
- c. Location for training
 - 1) After the input from the Department Commander, start plans for training at the different locations, i.e., DEC's and possible other locations such as Districts and Posts.
- d. Time for location
 - 1) Once location have been determined, establish the starting and ending time on the different day(s) that the training will be held.
- e. Training of Trainers
 - 1) Identify new and old trainers using a database to list trainers and the qualifications of the trainers.
 - 2) Schedule training periods for the trainers for the subjects that they will be teaching.
- f. Evaluate success of training efforts.
 - 1) Evaluate training with test results, and student feedback forms.
- g. Keep records for better improvement opportunities.
- h. Identify the need for training.
 - 1) Get input from committee members, student feedback forms and test results to build a visual representation of what needs to be included in current and future training.
 - 2) Schedule meetings with the Commander, Vice Commanders and any other legionnaires with input(s) concerning areas which require training.
 - 3) This should include changes that need to be updated or modified to suit the needs of the Department of Oregon.
- i. Identify potential training programs or methods and have suggestions for the training programs.
 - 1) This may include virtual training, online training, National representatives giving classes, or sending legionnaires to be trained outside of the Department of Oregon.
- j. Research proposals for training with attention to budget and training content.

- k. Provide in writing training proposals that were rejected, for future references.
- l. Make arrangements for dates, accommodation, reserving places etc.
- m. Provide Proof of Training, i.e., tests, certificates, or other documents etc.
- n. Assist with learning activities and strategies.
- o. Promote training programs.
- p. Develop a training plan.
 - 1) Why it is important for The Department of Oregon to have a training and developing plan.
 - 2) Members of the American Legion need to replenish their knowledge and acquire new skills to better perform their jobs. This benefits both legionnaires of the Department. We want legionnaires to feel confident about improving efficiency and knowledge, as well as finding new ways towards personal development and success.
 - 3) Training plans are important because they address pertinent issues, such as what constitutes acceptable behavior by all Legionnaires. Procedures, on the other hand, clearly define a sequence of steps to be followed in a consistent manner, such as how the Department will respond to Code of Procedures violations. It is important for every organization to have a training and developing plan.
 - 4) Training allows our members to acquire new skills, sharpen existing ones, perform better, increase their knowledge and be better leaders. Since the Department is the sum total of what our members achieve individually, The Department will do everything in it's power to ensure that our members perform at their peak.

Section 7: Development

- a. Needs analysis
 - 1) Shortly after the Department Convention, conduct a meeting with the Department Commander to get his/her input on their desires for training in the upcoming year.
 - 2) Conduct Committee meeting to discuss the needs and availability of training for the upcoming year.
- b. Instructional design.
 - 1) In-person training
 - 2) Virtual Training
 - 3) On-line training
 - 4) One-on-one training
- c. Validation – Ensuring prerequisites for training (i.e., National Legion College)
- d. Create a learning environment
- e. Select Training method.
 - 1) In person training classes
 - 2) One-on-one training

- 3) Virtual training
- 4) On-line training
- f. Implement the program
- g. Evaluation
 - 1) Use a excel spreadsheet type of evaluation to document what types of training the legionnaire has.
 - 2) Use a excel spreadsheet type of evaluation to document what types of training the legionnaire needs
- h. Identify mentors
 - 1) Assign a Past Department Commander to be the lead mentor for the individual
 - 2) Recommend additional mentors for specific areas of needs.
- i. Curriculum needs.
 - 1) Conduct meeting to determine the adequacy of the current curriculum and the changes necessary to improve the curriculum.
- j. Individual Legionnaire needs
 - 1) Review Legionnaire qualifications that they possess.
 - 2) Build a training plan for the individual to address the areas in which they need training.
- k. Advise candidates.
 - 1. Time line for application to National legion college.
 - 1) Determine when the National Legion College will be held.
 - 2) Send out notices as to when NLC will be and ask for members desiring to go.
- m. Membership development efforts will respect cost and time limitations, as well as individual and Department needs.
- n. Provide learning and development activities and strategies
- o. Promote membership development plans.

Section 8: National Legion College; This Committee shall be the advisory board for the Department Commander and Department Vice-Commanders for training and development of Department Officers, District Commander, chairmen, commission members, and identified development candidates.

- 8.1 The Legionnaire seeking to advance to Department Commander must inform the Department Commander and/or Department Vice-Commanders they will then inform the Training and Development Committee Chair of the person's name, Post number, and District. The commission will then help develop plans for their growth and development towards Department Commander. Progress of training should be documented with dates.
- 8.2. This Committee will identify mentoring positions and mentors to support future growth.
- 8.3. This Committee will establish the curriculum and location for the Oregon American Legion College and identify instructors and potential instructors for each course to be offered and

identify budget requirements to the Permanent Finance Commission at the annual Department proposed budget meeting. Department Legion College is available for anyone to attend.

- 8.4. This Committee will be an advisor for the leading candidates for Department Commander during the selection and assignment process for Department Commissions and appointed Department Officers to assure future leader candidates are selected for development assignments to prepare them for future leadership roles.
- 8.5. This Committee will provide information and applications for the National Legion College. Any Legionnaire interested will submit their application to the Training and Development Commission Chair. Applications for the National Legion College shall be submitted no later than 60 days prior to the National Legion College submission cutoff date (July 31st) for consideration (i.e., May 31st).
 - 8.5.1. The Department Commander will select a National Legion College selection committee, consisting of the Training and Development Committee members, one Past Department Commander, and one District Commander or Vice Commander.
 - 8.5.2. The Department Commander will chair this selection committee.
- 8.6. Department Training and Development Committee will hold Training on three (3) separate days and locations across the State after the Oregon American College.

References:

Revisions:

Annex: TECHNIQUES USED IN TRAINING

- 1) **Brainstorming:** Give participants a topic or a question. Ask them to think about as many items related to the topic or question that they can. Write down all their responses (no wrong answers). Guide learners to determine the best ideas presented.
- 2) **Case Study:** This technique provides participants with a description of an event, incident, or situation related to the subject under discussion. Participants analyze the case and report their findings to the entire group.
- 3) **Demonstration (Role Play):** Ask participants to practice a new skill by showing what they have learned to the rest of the group. Such demonstrations allow learners to “try out” new learning.
- 4) **Group Feedback:** After a demonstration or observation (role-playing, video), ask for feedback. Feedback should be constructive and not judgmental or negative about other participants’ performances. Feedback helps participants recognize their strengths as well as areas needing improvement.
- 5) **Reflection:** Give participants specific questions to consider and have them write down their thoughts. Discuss what they have learned with other participants. Plan on how to apply the new skills or knowledge to post activities. Reflection helps participants synthesize new material and connect it to their own experiences.

SAMPLE LESSON PLAN 1

DEPARTMENT LESSON PLAN

INSTRUCTOR'S GUIDE

Facility: Classroom or Virtual

Format: Seminar or Virtual

Classroom Style: Table or desk seating with lectern

Length of Class: One hour

Number of Instructors: One or Two

Audio Visual Equipment: Laptop, projector, screen, remote control,
speakers, wireless microphone, lectern

Materials/Handouts: PowerPoint slides in handout format 3 or 4 to a page

PowerPoint Presentation: Supplied

Evaluation: Yes (both course and instructor)

Course Objectives:

1. Understand the purpose of visions, mission, and values statements
2. Understand how the statements were created
3. Be familiar with the National Values, Mission, and Values statements, as well as the Motto

3. Be familiar with the Department Vision and Mission Statements

References used to create this Lesson:

NEC Resolution 5 – October 2020

*Note: This lesson plan serves simply as an example. It **should not be used as a script to be read word-for-word**. The speaker may paraphrase the material as needed and should strive for a natural, relaxed delivery. These notes are completely optional, but we recommend that you become familiar with the notes and references and to rehearse your delivery a few times before the course begins—you will find that you will be more confident and relaxed. Each of the slides contain abbreviated notes below them. Use those notes as your basic instructional tool, and the extended notes in this lesson plan to expand on the discussion, depending on your knowledge of the material and your comfort with the topic.*

Speaker Notes: Use this space to jot down information for your own use (such as your co-instructor’s name and Post).

“Welcome to the Oregon American Legion College course titled Legislative Priorities.

My name is _____, a member of _____ Post _____, and I will be your instructor for this block of instruction.

Let’s get started!

Slide 10 – Vision, Mission, Values

- In October 2020 the National Executive Committee approved updated statements of our organizational Vision and Mission, as well six value principles.
- In simple terms, the Vision describes what we as an organization want to be and what we ultimately want to achieve.
- The Mission describes why we exist and what we aim to do in the short term. - -
- Values tell our members and our communities what is important to us and the kind of organization we are.

Lesson Plan 2

SAMPLE LESSON PLAN

Lesson summary

Students watch _____ about the American Legion, Department of Oregon.

This lesson is part of "{**Basic, Intermediate or Advanced training**}." In this unit, students will consider _____, as well as the _____ strengths and challenges. Students also learn about the _____.

Time allotment

XX minutes

Learning objectives: _____

Standards: _____

Explain _____

Supplemental Standards

Identify _____ and understand how _____

Supplies

- {Video, PowerPoint, On-line}:
- An interactive whiteboard, projector, or another type of screen to show videos to the class
- Books, printouts, or computers with Internet access
- Notebook paper

Directions

1. Ask students to _____
2. Then, indicate that they will be watching a video.

3. Play the video, ppt or on-line, _____. [Time]
4. Ask students to_____.
5. Divide students into groups and assign each one of the individuals to research. Explain that the class will be _____Indicate that each group will be doing research on their designated topic and then writing up a quick summary of why their_____.”
6. Using available print and digital sources, give the student groups {XX} minutes to research their _____.
7. Ask each group to choose someone to read the _____ aloud. Have each group present their _____.” After each _____has been presented, have the class vote on which group presented the _____

Discuss with students how _____ . Touch on how _____, and ask students what else_____.