U.S. Department of Justice
National Institute of Corrections

Training for Indian Country Jails Training Coordinators FY-2002

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ional Institute of Corrections Contact Information

Washington, DC, Offices
320 First Street NW
Washington, DC 20534

Telephone: 202–307–3106
Toll-free: 800–995–6423
Fax: 202–307–3361
Web address: *www.nicic.org*

Morris L. Thigpen, Director
Larry Solomon, Deputy Director

Allen L. Ault, Chief
Special Projects Division

Susan M. Hunter, Chief
Prisons Division

George M. Keiser, Chief
Community Corrections Division

John E. Moore, Administrator
Office of Correctional Job Training and Placement

William K. Wilkey, Chief
Office of International Assistance

Longmont, Colorado, Offices
1960 Industrial Circle
Longmont, CO 80501

Telephone: 303–682–0382
Toll-free: 800–995–6429
Fax: 303–682–0469

Robert M. Brown, Jr., Chief
Academy Division

Virginia A. Hutchinson, Chief
Jails Division

NIC Information Center
1860 Industrial Circle, Suite A
Longmont, CO 80501

Telephone: 303–682–0213
Toll-free: 800–877–1461
Fax: 303–682–0558
Web address: *www.nicic.org*
E-mail address: *asknicic@nicic.org*
Fax-on-demand: 303–678–9049

NATIONAL INSTITUTE OF CORRECTIONS MISSION

The mission of the National Institute of Corrections is: *We are a center of correctional learning and experience. We advance and shape effective correctional practice and public policy that respond to the needs of corrections through collaboration and leadership and by providing assistance, information, education, and training.*

NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women, and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of this nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

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TRAINING FOR INDIAN COUNTRY JAILS TRAINING COORDINATORS

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NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 1

Agenda and Introduction

NATIONAL INSTITUTE OF CORRECTIONS
JAILS DIVISION/ACADEMY DIVISION
presents

TRAINING FOR INDIAN COUNTRY JAILS TRAINING COORDINATORS

Tom Reid
Jerry Clayton
MT Schwartz
Kris Keller

August 18 - 23, 2002

Silverthorne Room
Raintree/Raddison Plaza Hotel

8:00 AM - 5:00 PM

Training Program Goal: Training Capacity-Building for Indian Country Jails
This training program will provide jail training coordinators with the knowledge and skills required to systematically plan, develop, and coordinate in-house training programs for new and existing facility employees.

Training Program Objectives:
At the end of this training program, participants will be able to:

- ✔ Explain the key responsibilities of a training coordinator
- ✔ Identify key elements of training policy and procedure
- ✔ Identify key components of the annual facility training plan
- ✔ ID & Address relevant training topics for new & existing employees
- ✔ Write performance objectives for immediate, intermediate, and ultimate impact
- ✔ Develop/enhance a new employee FTO/OJT program
- ✔ Implement alternative training delivery strategies
- ✔ Evaluate thoroughness of training documentation
- ✔ Plan appropriate evaluation methods to measure performance/impact
- ✔ Develop a draft of the next year's facility training plan
- ✔ Analyze existing agency training system and plan for enhancements

Sunday, August 18, 2002

5:30 P.M. Participant Dinner

6:30 P.M. Welcome and Introductions — Tom Reid
- Course and Manual Overview
- Participant Group Introductions
- Current In-House Training Activities
- NIC Orientation

Monday, August 19, 2002

8:00 A.M. Agency Training Overview — Tom Reid
- o Benefits of Training
- o Liability issues
- o Training Defined
- o Annual Training Plan
- o Training Policy and Procedure
- o Training for New vs. Existing Employees
- o The predominate Learning style of jail employees

9:00 A.M. FTO Program Overview — Tom Reid
- o Definitions
- o Elements
- o Advantages and Disadvantages
- o Format and teaching process
- o Proficiency testing

10:00 A.M. The FTO demonstration: Learning a new skill — Tom Reid

11:00 A.M. Recruiting, selecting, and rewarding FTOs — MT Schwartz
- Duties/Responsibilities

12:00 P.M. ☺ Lunch

1:00 P.M. Training Development Model — Jerry Clayton

2:00 P.M.	Identifying New Employee Training Topics: Job Analysis	Jerry Clayton
4:00 P.M.	FTO Module topic selection	Kris Keller
4:45 P.M.	Daily Evaluation	

Tuesday, August 20, 2002

8:00 A.M.	Evaluation Feedback	
8:15 A.M.	Writing Performance Objectives for FTO Modules	Jerry Clayton
10:30 A.M.	FTO Performance Checklist Development	MT Schwartz
12:00 P.M.	☺ Lunch	
1:00 P.M.	FTO Teaching Process	Tom Reid
2:15 P.M.	Group Demonstrations	MT Schwartz
4:45 P.M.	Daily Evaluation	

Wednesday, August 21, 2002

8:00 A.M.	Evaluation Feedback	
8:15 A.M.	Observation reports: Duty level assessment	Jerry Clayton
10:00 A.M.	FTO Program Planning	MT Schwartz
10:45 A.M.	Training Policy & Procedure and Annual Training Plan overview	Tom Reid

12:00 P.M. ☺ Lunch

1:00 P.M. Training Coordinator: Duties & Responsibilities — Jerry Clayton
Draft Job Description - added duty

2:30 P.M. Identification of Training Topics for
Existing Employees: In-Service Training — Tom Reid

3:30 P.M. Training Documentation — MT Schwartz
- o Legal Definition of Training
- o Documentation Requirements
- o Exercise: Plan for Training Documentation

4:45 P.M. Daily Evaluation

Thursday, August 22, 2002

8:00 A.M. Evaluation Feedback

8:15 A.M. Implementing Alternative Training Strategies — Tom Reid
- o Review of Alternative Strategies
- o Applying Alternatives to Classroom-based Training

10:30 A.M. Training Evaluation Strategies — Jerry Clayton
- o Traditional Evaluation versus Impact Assessment
- o Strategies for Impact on the Job
- o Measurement Exercise

12:00 P.M. ☺ Lunch

1:00 P.M. Annual training Plan Exercise — Tom Reid

2:30 P.M. Jurisdictions work on next year's in-house training plan

4:15 P.M. Selected plan reports — Group

4:45 P.M. Daily Evaluation

Friday, August 23, 2002

8:00 A.M. Jurisdiction Training System Assessment — MT Schwartz

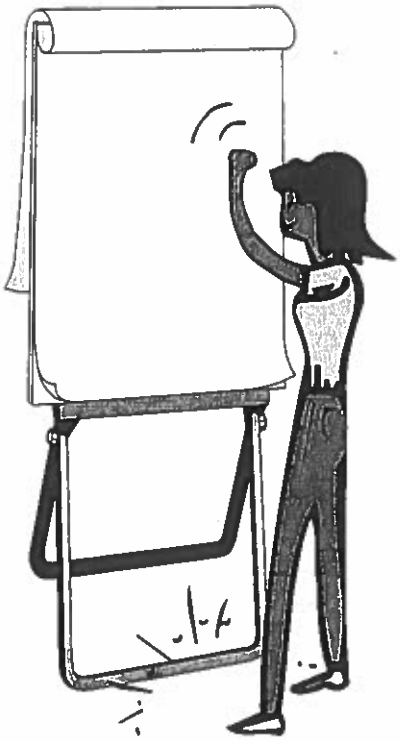
- o Training System Issues
- o Basic & FTO/New Employee Training
- o In-Service/Existing Employee Training
- o Capturing Training Opportunities
- o Evaluation Issues
- o Documentation Issues

8:30 A.M. Action Planning: Individual Jurisdictions

9:30 A.M. Individual Jurisdiction Reports: Training Development Plan

11:00 A.M. Program Closeout — Kris Keller

12:00 P.M. Adjourn



Training for Indian Country Jails
Training Coordinators
02-J2903/02-R033
Training Staff

Thomas Reid...
NIC Academy Division (800) 995-6429 x 134

is currently a Corrections Program Specialist for the National Institute of Corrections Academy Division. For the previous 15 years, he served as the director of the Minnesota Jail Resource Center which is a full service technical assistance, training, and information service for local jails provided by the Minnesota Department of Corrections. Prior to developing the Minnesota Jail Resource Center, Dr. Reid was the Corrections Team Leader for the Minnesota Crime Control Planning Board for 5 years, and taught political science at Miami University in Oxford, Ohio where he received a Ph.D in 1975. Dr. Reid has served as a consultant for the National Institute of Corrections Jails Division, served as an auditor for the Commission on Accreditation for Corrections/ACA, and was a field representative for the American Jails Association

MT Schwartz...
Ohio Department of Youth Services (614) 466-7276

is currently the Chief of the Staff Development Bureau of the Ohio Department of Youth Services. Previously, she was the Human Resource Administrator for the Corrections Training Academy of the Ohio Department of Rehabilitation and Corrections. She serves as a trainer/consultant for the NIC Academy Division, and was an NIC Regional Field Coordinator for 3 years. She is a graduate of Ohio State University, and has over 17 years experience working in corrections.

Jerry Clayton...
Washtenaw County Sheriff's Department, Ann Arbor, Michigan (734) 971-8400

is the internals affairs and training director and a seventeen- year veteran of the Washtenaw County Sheriff's Department in Ann Arbor, Michigan. He served as the jail commander, road patrol commander, chief administrator of county court security and services, special weapons and tactics team tactical commander, and chief use of force instructor. Jerry began his career as community work program supervisor in 1985, and has served as a corrections officer, road patrol deputy, shift sergeant, and first lieutenant. He is a certified instructor in a number of areas, and serves as a consultant and a was a Regional Field Coordinator for the National Institute of Corrections Academy Division.

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 2

Agency Training Overview

AGENCY TRAINING OVERVIEW

A. Module Objectives

After completing this module, you will be able to:

❶ Explain at least 10 agency benefits from developing and coordinating effective training programs;

❷ Discuss the affirmative duty to train, failure to train liability, and training as prevention by analyzing the administrative liability triangle;

❸ Apply the 6 elements of *defendable training* to analyze deficiencies in current training development, delivery, and documentation; and

❹ Explain the significance of at least three guiding principles of effective training development.

B. Key Question

QUESTION: WHY TRAIN?

What agency benefits can be gained by training staff?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

C. Primary Goal of Training

Change behavior to increase performance on the job

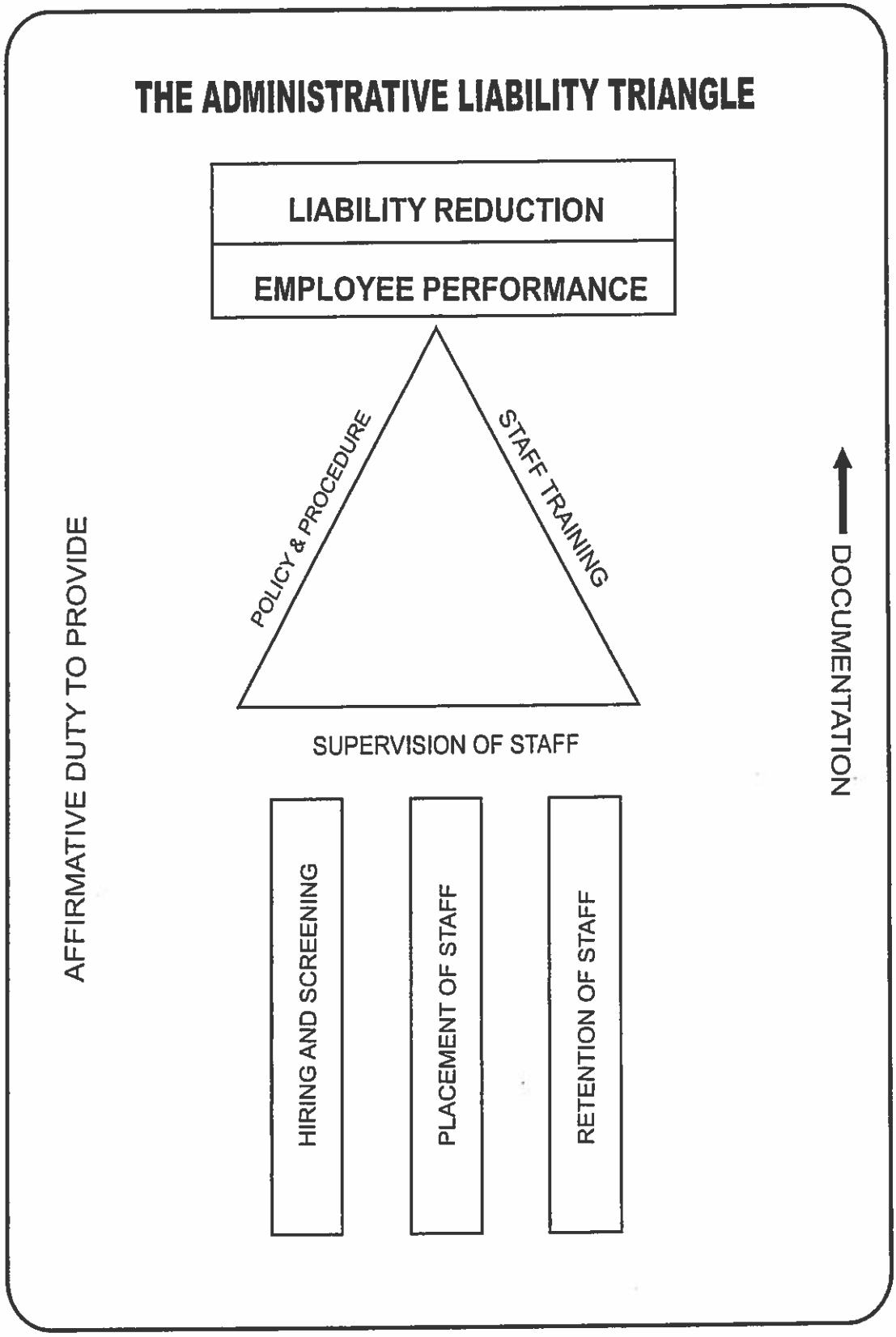
How are we going to do that?

By implementing a formal training development process and following the **Dynamic Training Model.** (This will be explained in the "Training Development Model module.)

D. Training Liability

√ Training is **not an option**

- √ **Affirmative Duty** of the administration
  - √ If no valid training "you will proceed at your own peril"
    - √ Plaintiff only needs to assert and support an **affirmative link** between the constitutional violation and a reasonable assumption it could have been prevented by training.


THE ADMINISTRATIVE LIABILITY TRIANGLE
LIABILITY REDUCTION
EMPLOYEE PERFORMANCE
POLICY & PROCEDURE
STAFF TRAINING
SUPERVISION OF STAFF
AFFIRMATIVE DUTY TO PROVIDE
DOCUMENTATION
HIRING AND SCREENING
PLACEMENT OF STAFF
RETENTION OF STAFF

TRAINING IS PREVENTION ⇨

Fewer Goofs

equals

Liability Reduction

A good training program is like having good insurance coverage.

E. TRAINING DEFINED

Training:

A formal exchange of job-related knowledge and/or skills

From someone having it to someone needing it

Where something is **acquired** and **applied**

Resulting in something of **value** for the agency

Defendable Training:

1. Based upon specific **objectives**

- ❑ Performance Objectives (*intent* of training)
- ❑ Formal lesson plans or functional equivalent (*content* of training)

2. Must be **job-related**

- ❑ Job analysis (new employee)
- ❑ Needs or problem analysis (existing employee)

3. From an appropriate **source**

- ❑ Qualified by credentials
- ❑ Qualified by knowledge and/or skills
- ❑ Qualified by performance

4. Of sufficient **duration** (quantity of training)

- ❑ Hours ➠ How long did it take to learn?
- ❑ Must be reasonably related to complexity/importance of the topic

5. Where something **relevant** is **learned** (quality of training)

- ❑ Student evaluation
- ❑ Proficiency testing

- ❑ Improved performance
- ❑ Agency improvements

6. **Appropriate staff** were attending

- ❑ Topics related to job tasks and/or performance problems
- ❑ Attendance documented with roster of names and titles/positions of staff who perform tasks or share problems

When all of the above **6 items are**

Well documented

=

Defendable training

F. Training Policy and Procedure Versus the Annual Training Plan

✧ Training Policy & Procedure Section of Manual

Generally just reviewed each year and updated.

✧ Annual Training Plan

Developed new every year based upon need and problems identified.

G. Strategy for Effective Staff Training

1. New vs. Existing Employees

The strategy for training ***New Employees***
is different from the
Strategy for Training ***Existing Employees***

2. All Employees are Different

Each Employee , either new or existing, has
☞ Different ***needs***
☞ Learns ***differently***; and
☞ At different ***rates***

3. Therefore, the theme for Effective Employee Training is:

"Different Strokes for Different Folks"
and
"One Size does not Fit All!!"

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 3

FTO Programs

FTO PROGRAMS

A. MODULE OBJECTIVES

After completing this module, you will be able to:

❶ Define an FTO/OJT program;

❷ List the elements of a comprehensive FTO/OJT program;

❸ Describe the advantages and disadvantages of an FTO/OJT program; and

❹ Describe the FTO teaching and documentation process after watching a demonstration.

B. FTO/OJT PROGRAM DEFINITION

An FTO program is

- Formal On-the-job Training That:
  - Builds Skills;
    - Is Legally Defendable; and
      - Meets Recognized Standards.

C. ELEMENTS OF AN FTO PROGRAM

1. Comprehensive Task List (A Manual)
2. FTO Observation Reports (Daily, Etc.)
3. Trained FTO's

4. FTO Program Manager

5. Documentation System

6. FTO Teaching Process

7. Evaluation Process

√ Observation Reports
√ Proficiency Tests

D. FTO PROGRAM THEME

✤ "I Hear And I Forget" ✤

✤ "I See And I Understand" ✤

✤ "I Do And I Comprehend!" ✤

E. FTO PROGRAM CHARACTERISTICS

- One to One Instruction
- Competency-based Education
- Proceeds at *Learner's* Pace
- Provides for Risk-Free Learning
- Builds Trainee Confidence
- Constantly Reinforces Relevant Learning

However, please note that FTO/OJT is:

Just as Much Work as Classroom-based Training
And
FTO Program Can Not Meet All of Your Training Needs!

F. HISTORY

San Jose Police Dept.

- o Need to have trained staff: performance problems.
- o Had Academy, but needed to train new employees in "HOW".
- o Informal OJT was occurring, passing on bad habits & problems.
- o Training money was short.

G. RESULTS/OUTCOMES

- ◘ OJT was taken more seriously and effective when done formally & with documentation.
- ◘ Gained consistency when FTO done through approved task checklists.
- ◘ Employees were trained systematically.
- ◘ Prepared staff to preform at a high level fairly quickly.

H. ROLE OF FIELD TRAINING OFFICER

1. Teacher - teaching through showing and explaining.

2. Mentor - takes new staff under his/her wing.

3. Coach - assisting new staff when they have performance problems.

4. Role model - teaching by example.

5. Counselor - assist new staff when they have a problem.

I. BENEFITS OF AN FTO/OJT PROGRAM

1. Competency based, self paced.

2. Cost effective.

3. Easily monitored.

4. Effective testing - proficiency-based test.

5. Staff gain useful/needed skills very quickly.

6. Tunes up everybody.

7. Reduces use of expensive class room based training.

8. People are working on the job performing tasks.

J. SHORTCOMINGS

1. Will not address all your training needs.

2. Not appropriate for high tech, complex topics or inmate-sensitive topics.

3. Less useful for knowledge-based objectives.

4. Trainees can pick up bad habits/shortcuts if you do not monitor the training.

5. Can become too informal.

6. It's a lot of work!

- ☞ preparation
- ☞ delivery

K. FTO CHECKLIST FORMAT AND PROCESS

The following pages contain a few examples of the heart of this model of an FTO training program: a *performance checklist* for a specific task. Please note that this format was developed specifically for the corrections setting.

You may notice that this format is quite precise in defining the steps involved in successfully completing a task. This is a conscious effort to formally define the required approach when performing that task. Many correctional administrators report that inconsistency in performing tasks is a major problem for their agency.

You will also see a demonstration of the FTO teaching process. Please notice how the Performance Checklist serves an a complete teaching and documentation guide for the given task.

FTO Module Performance Checklist

Chapter: _____ Trainee: _____

Module Title: _____ FTO: _____

PERFORMANCE OBJECTIVE:
After explanation, demonstration, and practice, trainee will

STEPS:	Trainee Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above trainee concerning this task on ____ (date)
X _____ FTO
X _____ Trainee

FTO Module Performance Checklist

Chapter: Security & Control

Module Title: Handcuffing (Cooperative)

Trainee: JIM WISEMAN

FTO: TOM Reid

PERFORMANCE OBJECTIVE:
After explanation, demonstration, and practice, trainee will handcuff 3 inmates in a row following the steps described in this module.

STEPS:	Trainee Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
1. Obtain set of handcuffs and key.	JW 6/23/2002 TRR	JW 6/23/2002 TRR	JW 6/23/2002 TRR	JW 6/23/2002 TRR	(ASSIGNED AT LEAST 5 ATTEMPTS/DAY FOR 6 DAYS = 30 PRACTICE ATTEMPTS) PRACTICE CONFIRMED 6/29/2002 JW TRR	(SCHEDULED FOR 6/30/2002 - 9 AM ADMISSIONS ROOM) JW CONDUCTED 6/30/2002 TRR
2. Inspect handcuffs (ratchets, link, keyholes).						
3. Approach and face inmate.						
4. Ask inmate to "present wrists - palms together and waist high".						
5. Apply cuff to one wrist with keyhole toward inmate while maintaining control of loose cuff.						
6. Apply remaining cuff to other wrist with keyhole toward the inmate while maintaining control of the link.						
7. Check each cuff for tightness using the pinky-finger technique.						
8. Double lock each cuff by pushing down double lock button the end of key. (Lock actuator pin)						
9. Secure the key and assume the escort position.						
	←		1 HR	→	3 HRS	30 MIN

I certify that proficiency was demonstrated by the above trainee concerning this task on 6/30/02 (date)

X Tom Reid FTO

X James Wiseman Trainee

4.5 HOURS CREDIT

FTO Module Performance Checklist

Chapter: The Captain's Exam

Module Title: "The Egg Trick"

Trainee: _____

FTO: _____

PERFORMANCE OBJECTIVE:

After explanation, demonstration, and practice, trainee will perform "The Egg Trick" without breaking the egg in a single attempt.

STEPS:	Trainee Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
1. Gather materials (Extra large egg, Glass, TP Tube, Water, Album cover, Broom, Towel, Table Top).						
2. Fill glass 2/3 to 3/4 full with water (dry top).						
3. Place glass 2 inches from edge of table.						
4. Center album cover on top of glass.						
5. Center TP tube on top of album cover.						
6. Check Centering (Two angles).						
7. Place egg on top of tube (large end down).						
8. Center broom in front of table.						
9. Push broom bristles down with foot.						
10. Push broom forward until even with edge of table.						
11. Pull back broom handle to chest.						
12. Release broom handle.						
13. Egg will fall into glass unbroken.						

I certify that proficiency was demonstrated by the above trainee concerning this task on _____ (date)

X _____ FTO

X _____ Trainee

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 4

Recruiting, Selecting, and Rewarding FTOs

IDEAL TRAITS OF A FIELD TRAINING OFFICER

A. MODULE OBJECTIVES

After completing this module, you will be able to:

❶ List at least 10 qualities/traits of an agency FTO;

❷ Describe why an agency FTO should possess these qualities; and

❸ Develop a process for recruiting, selecting, and rewarding FTOs.

B. SMALL GROUP EXERCISE #1: Qualities and Traits

The objective of this exercise is to identify the ideal qualities and traits of an agency FTO.

During the next 10 minutes, discuss the ideal qualities and traits of an FTO in your small group. Create a list of 10-15 qualities. Have one person in the group be prepared to report out your list to the large group.

Group discussion draft list:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Final composite list (from flip chart):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

C. SMALL GROUP EXERCISE #2: Recruiting, Screening, and Selecting FTOs

The next step is to determine how to recruit and select FTOs with the qualities and traits that have been identified.

For the next 10 minutes discuss and agree on how to *recruit, screen, and select* agency FTOs. Outline your report on flip chart paper, and assign someone to report your findings out to the large group.

Ideas for recruiting, screening, and selecting, and FTOs:

_____

_____

_____

_____

_____

Our ideas (Continued)

_____

_____

_____

_____

_____

_____

D. Small Group Exercise #3: Rewarding FTOs

Finally, it is very important to reward those who agree to serve as your agency's FTOs.

For the next 10 minutes, brainstorm a list of rewards that can realistically be used to motivate and acknowledge FTOs. Be creative, and recognize that money only serves as an initial motivator.

Ideas for rewarding FTOs:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 5

Training Development Model

TRAINING DEVELOPMENT MODEL

A. MODULE OBJECTIVES

After completing this module, you will be able to:

❶ Describe the five (5) parts of the dynamic training model;

❷ Explain the three (3) domains of learning;

❸ Explain which strategies apply to each domain of learning; and

❹ Apply the dynamic training model to analyze new employee training.

B. REMEMBER: PRIMARY GOAL OF TRAINING:

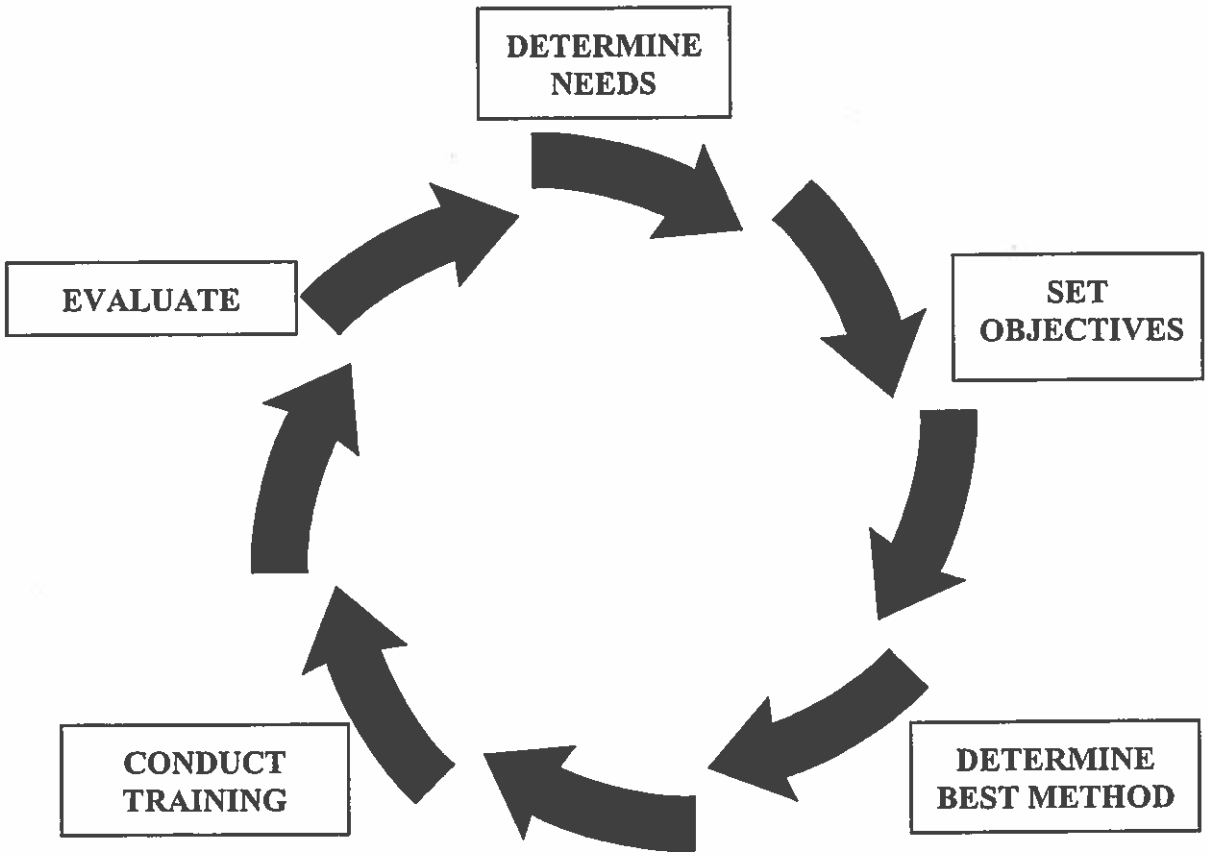
To change behavior
to increase performance on the job
and yield positive benefit for the agency

How are we going to do that? By implementing a formal training development process and following the **Dynamic Training Model.**

C. THE DYNAMIC TRAINING MODEL

THE DYNAMIC TRAINING MODEL

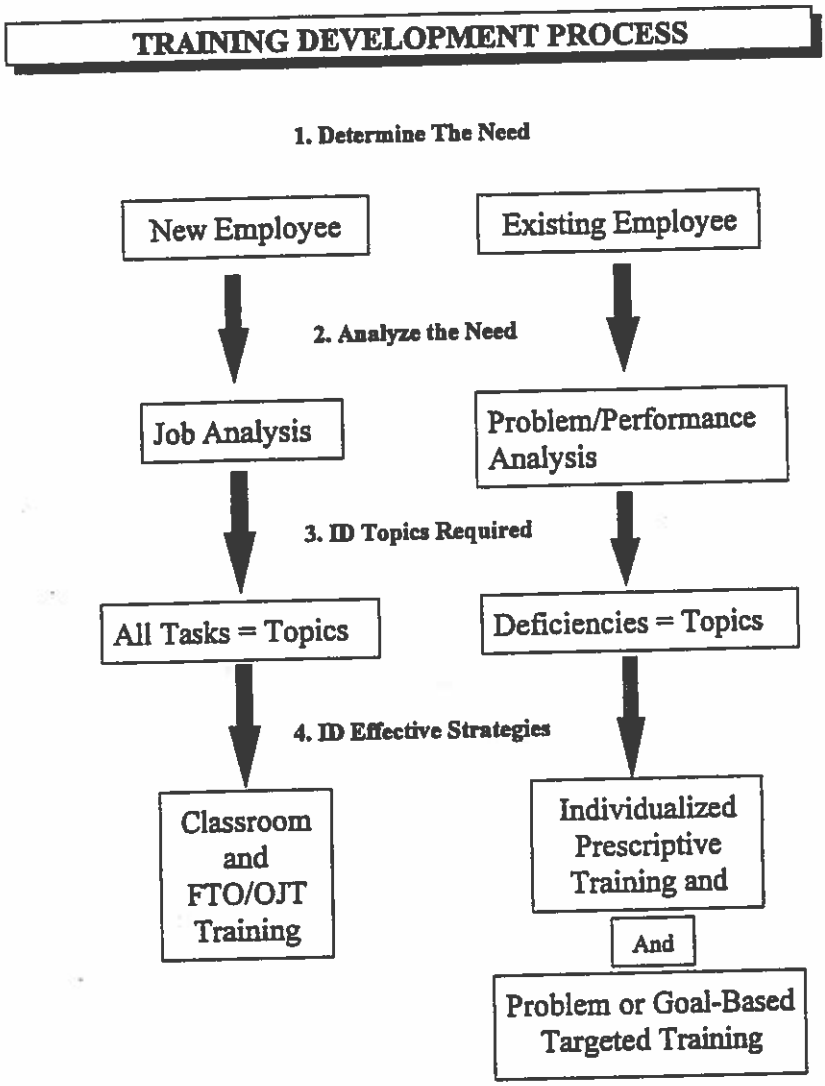
Training as an on-going problem-solving process



Good training program development follows this model

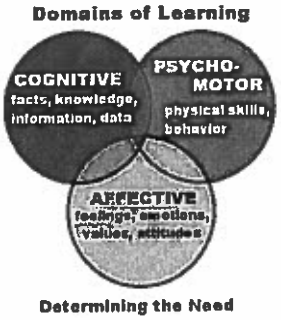
"Determining the need is the process of identifying areas of discrepancy between the ideal and reality... and determining if training can bridge the gap."

D. TRAINING DEVELOPMENT



E. DOMAINS OF LEARNING

Select the best method: Analyze need and topics by using the **Domains of Learning** theory: *What is the primary need?*

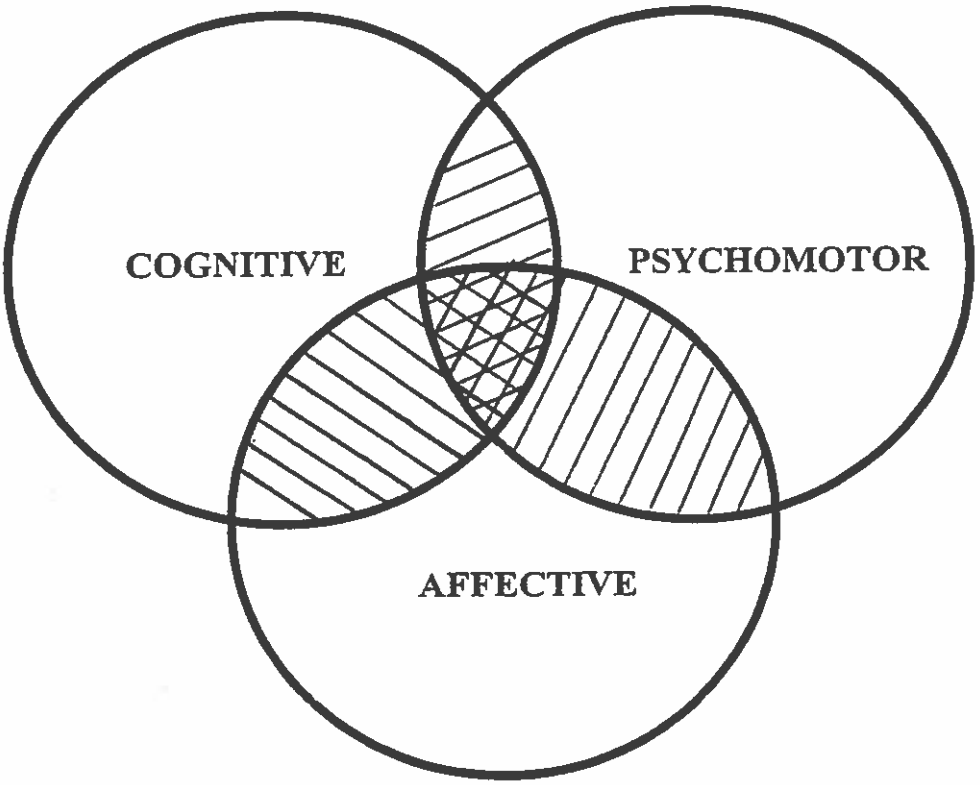


Cognitive Facts, knowledge, information

Psychomotor Physical skills, behavior, movement

Affective Feelings, emotions, values

Domains of Learning



Identifying Learning Needs

Exercise: working in your groups, please identify the predominate domain of learning (C,P,A) for the following items:

- Cell Search _____
- Correctional Standards _____
- Fingerprinting _____
- Inmate Rights _____
- Civil Liability _____
- Distributing Inmate Mail _____
- Distributing Inmate Medication _____
- Supervising HIV/AID infected child molester who is a relative _____

F. SELECTING THE BEST STRATEGY

Once you have analyzed the needs/topics using Domains of Learning, select the best training strategy.

Cognitive topics require cognitive training strategies, such as:

- ◙ classroom
- ◙ video
- ◙ correspondence course
- ◙ reading
- ◙ academy

other: _____

_____

Psychomotor topics require psychomotor strategies, such as:

- ◘ FTO
- ◘ ride-alongs
- ◘ shadowing
- ◘ role plays
- ◘ simulations

other: _____

_____

G. WHAT IS A FULLY TRAINED INDIVIDUAL?

Trained to proficiency in Cognitive Topics
(knowledge, information, facts)

+

Trained to proficiency in Psychomotor Topics
(behavior & skills)

=

Ready to Perform on the Job

H. APPLYING THE DYNAMIC TRAINING MODEL

1. Determine Need: What is the problem?

   o No formal program
   o Existing program but needs revision
   o Program works as it is!

2. Design and develop curriculum.

   o Set Objectives
   o Determine best methods

3. Implement: Train new staff.

4. Evaluate:

   Are you having the intended impact?
   Are new staff beginning to perform proficiently on-the-job?
   Are you still seeing problems in new employees?

5. Analyze problems:

If still having new employee performance problems,

a. Is it a *lack of knowledge & skills* in trainees? (modify FTO and academy curriculum - add topics or change approaches)

b. Is it the *training program* structure itself? (modify training program, change FTOs, train FTOs, etc.)

c. Is it a *lack of clear policy & procedure, direction and supervision* from administration and supervisors? IT'S NOT A TRAINING PROBLEM.

d. Is it a *personnel problem*? (deficiency in hiring, screening, testing, correcting, disciplining.) IT'S NOT A TRAINING PROBLEM.

Remember, training will not solve problems resulting from a lack of clear direction, policy & procedure, supervision, or personnel issues; training only can provide staff with **KNOWLEDGE** and **SKILLS**.

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 6

Identifying New Employee Training Topics

IDENTIFYING NEW EMPLOYEE TRAINING TOPICS

JOB ANALYSIS & CORE TASK IDENTIFICATION

A. Performance Objectives

After completing this module, you will be able to:

❶ State the reasons for conducting a job analysis;

❷ Describe the general process for conducting a job analysis;

❸ Explain the difference between duty and task;

❹ Analyze tasks by *Domain of Learning* need;

❺ Reduce gross tasks to core tasks; and

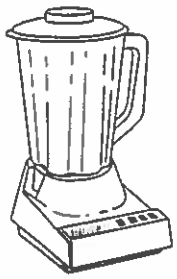
❻ Describe at least one efficient strategy for analyzing a job and identifying core tasks.

B. Why Do a Job Analysis?

→ To develop defendable training for new employees

→ To ID relevant topics for your new employee curriculum

Courts have said new employees are an empty goblet:



They need to be filled with *all needed*
KNOWLEDGE and **SKILLS** relevant to the job.

How do I determine "ALL NEEDED"?

You need to perform a job analysis!

C. PROCESS

1. ID all JOB CLASSES in the agency.

2. For each job class, perform a Job Analysis to ID tasks required.

3. Analyze the job by identifying Job, Duty, Task, Sub-Task, and Activity/Step job components.

4. Analyze tasks to define and identify core tasks.

5. Develop basic curriculum (classroom and FTO) to train new staff with knowledge and skills to perform core tasks.

D. Identifying Job Components

Job analysis is simply a formal process to identify and document what is actually done on a given job. This allows you to identify the topics, and set priorities, for defendable and relevant new employee training. In order to do this, a job needs to be broken down into its component parts using the following guidelines.

1. **JOB:** Usually referred to as "the position" or the title that is announced as an employment or promotional opportunity. Can be found as the title for the job description. The job title is usually determined by personnel rules, union agreements, civil service classifications, etc. The duties and tasks performed by a worker constitute the job.

2. **DUTY:** General responsibilities under the job. Usually 8-12 or even up to 15 duties constitute a given job. A duty is a major functional area, and often can sound like chapter headings in the facility policy and procedure manual. *A duty is an on-going responsibility with no discrete beginning and end.* Persons in the job-class are held accountable for a given duty continuously. Duties can often be cited in job announcements, and are used in determining qualifications required to perform a given job. A duty is supported through a group of related tasks and sub-tasks. Duties tend to become the titles of major sections in the Policy or FTO manual.

- Duty: a general area of competence that successful workers in the occupation must demonstrate or perform on an on going basis. Duties don't have a discrete beginning and end.

3. **TASKS:** Specific activities required to fulfill duties on-the-job. Tasks have a beginning and end, and are easily observable. Tasks are specific enough that it is easy to determine if the desired results are accomplished. Tasks are very specific ways of implementing a given duty. Some tasks, while specific in nature, are complex enough that they require sub-tasks under them. A given job class can require performing hundreds of tasks. Tasks tend to be the topics of FTO teaching modules, and defines "WHAT" must be done. Remember, tasks = topics!

- Task: a work activity that has a definite beginning and ending, is observable, consisting of two or more definite steps, and leads to a product, service, or decision.

4. **ACTIVITY/STEPS:** The lowest level of behavior required in a job. Describes specific steps or behavior required in order to achieve a given task. These steps are performed in a relatively short time period. The activities or steps are those items listed on an FTO training module that explains "HOW" the task is accomplished.

- **Activity/Steps:** are very specific "how to" or implementation statements involved in accomplishing an associated task.

E. Job Component Exercise

Please review the following items. Given the hierarchy of ***JOB, DUTY, TASK***, and ***ACTIVITY/STEP***, please hold a discussion, decide what category each item best fits, and write your choice in the blanks. Make sure you have a reason for your choice.

_____ 1. Providing for facility security.

_____ 2. Placing time card in rack.

_____ 3. Issuing cleaning supplies.

_____ 4. Corrections Officer.

_____ 5. Distributing commissary.

_____ 6. Assuring inmate rights.

_____ 7. Double-locking a handcuff.

_____ 8. Searching a visitor.

_____ 9. Master control operator.

_____ 10. Controlling inmate movement.

_____ 11. Conducting a formal count.

_____ 12. Inmate behavior management.

_____ 13. Shift supervisor.

_____ 14. Placing inmate request form in Sgt's box.

_____ 15. Breaking up a fight.

_____ 16. Putting key ring in locked cabinet.

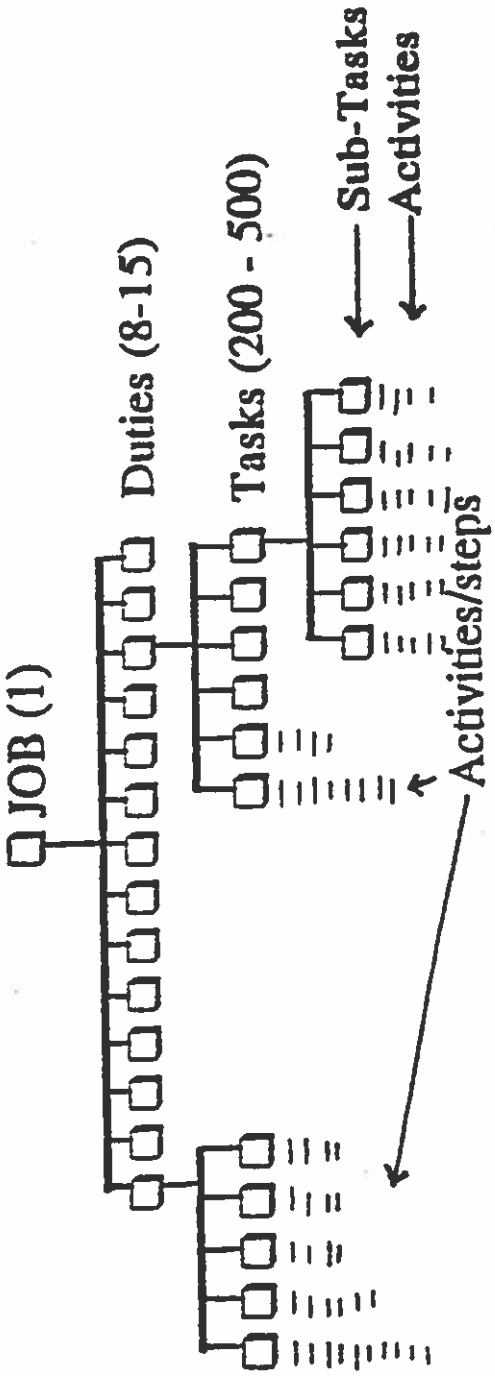
_____ 17. Providing for inmate safety.

_____ 18. Conducting an inmate orientation.

_____ 19. Placing radio battery pack in charger.

_____ 20. Bonus: Qualifying as FTO trainer.

F. Job Analysis Structure



G. Job Analysis Group Exercise

Now you know the tree-like structure of a job analysis format, and you have participated in an exercise to identify the difference jobs, duties, tasks, and activities. The next step is for you to actually combine the job analysis content items with the structure.

Each group will be given several 3x5 cards containing information. Your assignment is to ***build a job analysis structure*** with the cards on the floor.

If you have difficulty, go back to the definitions on the previous pages.

When you are finished, identify one person to present your results to the group.

YOU NEED TO WORK QUICKLY!!

H. Volume of Tasks

Generally, the higher the job, the fewer the tasks: For example, in a state-wide job analysis conducted for Minnesota jails:

Job Class	# Tasks
Jail Administrator	280
Jail Programs	380
Jail Officer	500

Source: MN JTA Project

☞ **Question**: Given the large volume of tasks, how can I hope to train new employees?

Answer: You get a break — but to qualify for the break you need to do some further analysis to ***set priorities in training***.

You need to ID the ***CORE TASKS*** of the job class.

I. Core Tasks

✪ Those that are done ***FREQUENTLY*** on the job.

✪ Those that are ***CRITICAL*** to the mission and success of the agency.

✪ or ***BOTH***.

"Frequently" means measuring how often a task is performed:

✔ Hourly
✔ Daily
✔ Weekly
✔ Monthly
✔ Semi-Annually
✔ Annually
✔ Rarely
✔ Never

What is a reasonable definition of frequent? _____

Critical means how important is the successful completion of the task to the mission of the facility:

❑ Extremely Critical (H)
❑ Critical (M)
❑ Not Critical (L)

The next step is to develop a rational & defendable process for you to identify **CORE TASKS (i.e., measurement and selection methodology)**

Developing a matrix is a one way to analyze tasks and define core tasks.

		Critical		
		H	M	L
	Hourly			
F	Daily			
R	Weekly			
E	Monthly			
Q	Semi-An			
	Annually			
	Rarely			
	Never			

Example: CORE TASKS: (MN)

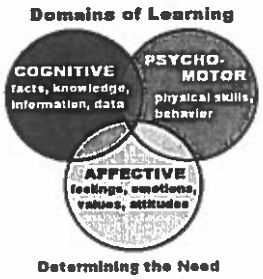
	# Tasks:	**# Core Tasks :**
Jail Adm	280	**120**
Jail Pgm	380	**180**
Jail Officer	500	**250**

Source: MN JTA Project

J. Converting Core Tasks to Topics

Given all this information, now Whadda I do?

1. Analyze each task using domains of learning.



2. Rate each task:

- o Heavy cognitive
- o Heavy psychomotor
- o Heavy both

3. Design Curriculum to address these tasks.

☞ **Remember that cognitive topics need:**

- o Cognitive training and delivery strategies
- o Cognitive performance objectives
- o Cognitive evaluation strategies

Action:	Write lesson plans!
Delivery:	Classroom, academy, videos, correspondence, etc.

☞ **Psychomotor topics need:**

- o Psychomotor training and delivery strategies
- o Psychomotor performance objectives
- o Psychomotor evaluation strategies

Action:	Write & implement FTO/OJT modules (with proficiency checklists) Write & Conduct experiential drills as training, Etc.
Delivery:	FTO Program, alternative training strategies, annual re-qualifications, etc.

K. Small Group Assignment

Question #1: Given a job class, what are some specific methods for ***identifying all the tasks*** *associated with it? (i.e., How can you develop a gross task list?)*

_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____
_____ _____ _____

Question #2: given a gross list of tasks, what specific methods can you use to next measure ***frequency and criticalness*** *of each and identify the* ***core tasks*** *of the job?*

_____ _____ _____
_____ _____ _____
_____ _____ _____

Some ideas for conducting a job analysis using your staff:

_____
_____
_____
_____
_____
_____
_____
_____
_____

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Module 7

FTO Module Topic Selection

FTO MODULE TOPIC SELECTION

A. MODULE OBJECTIVES

After completing this module, you will be able to:

❶ Select and analyze a topic for an FTO training module; and

❷ Have the topic approved by your Group Facilitator.

B. FTO MODULE SELECTION

Process:

- Identify a job in your agency that will require an FTO program.

- Analyze the job using your job analysis skills from the last Module. Now you should be able to identify a potential FTO module topic by identifying:

    1. A specific **task** (or sub-task)

    2. The **duty** it supports

    3. The **job** title

- For the task you identified, complete the Module Topic Selection Worksheet in section D and thoroughly analyze it by answering all the questions on the worksheet and making sure the topic meets all the requirements listed on the following page.

- Have your small group facilitator sign off on your FTO module topic.

C. FTO MODULE SELECTION RULES

The topic you select will be for the FTO module you will develop during this training program. For this topic to be approved by your small group facilitator, it must be:

- Job related.
- Reasonably identified as a **core task.**
- In the **psychomotor** domain.
- Very **simple**!
- Brief: you should be able to perform it 3 times in 10-15 minutes.

Also, it must:

- Involve actual available **equipment and supplies**. No simulations or "chalk talks".
- Not be a topic/task picked by another participant in your group.
- Not be use of force or simply filling out a form.

D. MODULE TOPIC SELECTION WORKSHEET

Analyzing your topic:

One easy way to analyze your topic is to "work upwards" from task (or sub-task) and identify which branch in falls under in the job analysis structure. (If you find you have, in reality, selected a sub-task you will need to identify the task it supports. If you have selected a task with too many steps, you may need to break it into a few smaller sub-tasks.)

Once you have selected a topic and completed this worksheet, pair up with someone in your group, review your analysis, and get advice. When you are ready, present your findings to your Group Facilitator for approval:

Topic/Task Identified: _____

(If topic is a sub-task,
identify the **Task** it supports:) _____

Next identify the
Duty it supports: _____

Now identify the **Job** Title: _____

___ Is topic a core task? Why?
___ Is topic predominately in psychomotor domain?
___ Is it short? Could topic be presented 3 times in 10-15 minutes?
___ No other member in your group selected this topic?

If you needed to select a new topic, please repeat the exercise on this page for it before asking your group facilitator for sign-off.

Topic selected: _____

Group Facilitator sign-off: _____

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Module 8

Writing Performance Objectives for FTO Modules

WRITING PERFORMANCE OBJECTIVES FOR FTO MODULES

A. MODULE OBJECTIVES

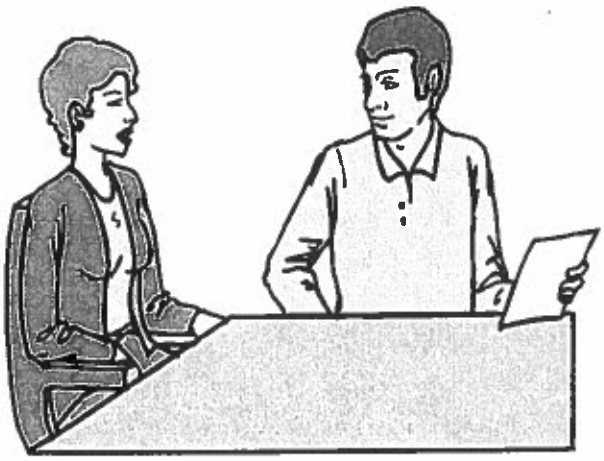
After completing this module, you will be able to:

❶ Complete a programmed learning workbook;

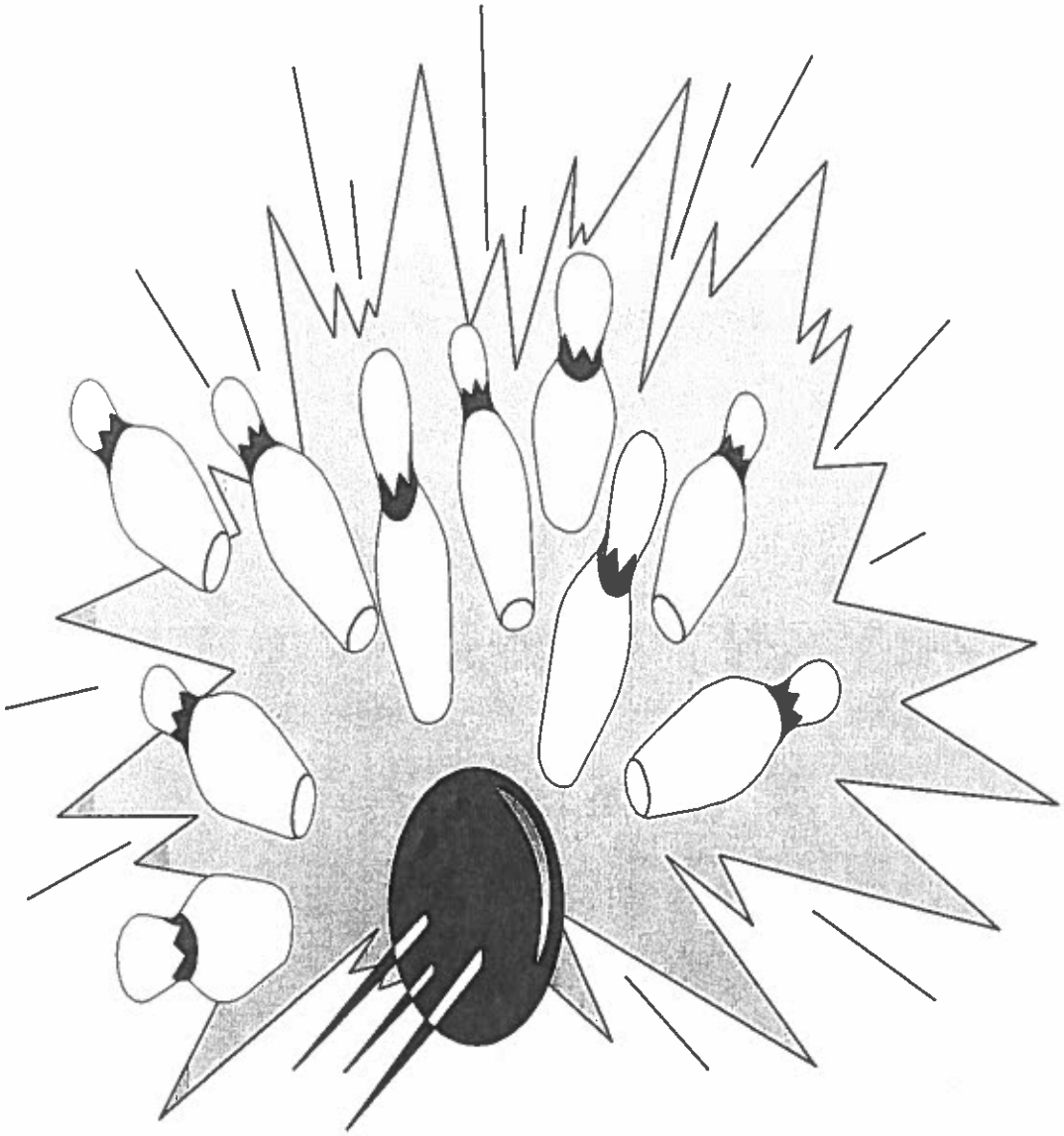
❷ Analyze performance objectives by identifying all 3 parts and the targeted domain of learning objective;

❸ Write a group psychomotor performance objective for a non-corrections-related topic; and

❹ Write a psychomotor performance objective for your selected FTO module topic.



HITTING THE TARGET



WITH PERFORMANCE OBJECTIVES

B. Performance Objectives

A well-written performance objective contains three parts:

✔ Condition

✔ Action Word

✔ Standard

C. Condition

What will occur that enables the learning to take place.

Example:

- o After completing the self learning PO workbook ...
- o After a demonstration ....
- o After a short lecture ....
- o After a group discussion ...
- o After reading a book ...
- o Given a floor plan and an assignment

D. Action Required or Action Word

Describes what the trainee will actually "do"

Example:

- o Demonstrate (a cell check)
- o Perform (a strip search)
- o Conduct (a count)
- o Identify (contraband)
- o Create (a plan for...)
- o Apply (during the next shift)

E. Standard

Defines the level of performance; criterion for proficiency required by the agency. This allows the measurement of learning and the evaluation of impact.

Example:

- o ... following all the steps defined in procedure #11.06
- o ... 3 times in a row w/no errors
- o ... finding 4 out of 5 contraband items

What about:

- o ... with 100% accuracy?

{What's wrong with 100%? You can't get any better than that, can you?}

Why is "100%" not a good standard to place in a performance objective?

_____

_____

_____

_____

F. Domains of Learning and Performance Objectives

Performance objectives are related to domains of learning. By the nature of the action word, the targeted domain of learning, or learning need, can be identified.

① COGNITIVE DOMAIN:
(Targeting a deficiency in facts, knowledge, information, etc.)

Cognitive action words:

- o to list ....
- o to explain ....
- o to recite ...
- o to give examples ...
- o to cite reasons for ...

- o to apply ...
- o to analyze ...
- o to create ...
- o to evaluate and enhance ...

② PSYCHOMOTOR DOMAIN
(Targeting a deficiency in action, behavior, or motion, etc.)

Psychomotor action words

Examples

- o to demonstrate ...
- o to perform ...
- o to conduct ...
- o to distribute ...

③ AFFECTIVE DOMAIN
(Targeting feelings, attitude, morales, values)

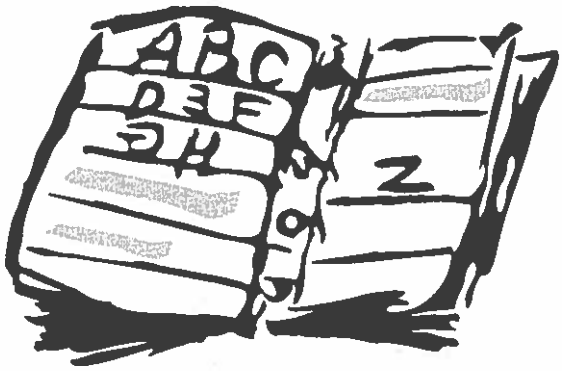
Examples

- o to experience a feeling...
- o to express a value...
- o to display a personal attitude....
- o to share a fear...
- o to show an emotion....

G. TEACHING YOURSELF ABOUT PERFORMANCE OBJECTIVES

Now you will complete a programmed learning manual to confirm your learning about performance objectives. It will take you about 15 minutes.

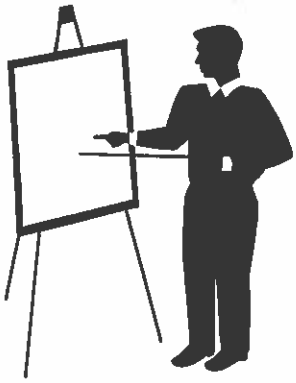
If you finish early, take a break but stay near the training room. **Stop when you finish page 8.32.**



PERFORMANCE OBJECTIVES

Teaching yourself about Performance Objectives

A self-study module



Adapted from an NIC Training for Trainers program

Revised 7/9/2002

Performance objectives are specific requirements for the learner.

They are statements that must include these three components:

1) **Action Word (Verb)**

What is the learner to do?

2) **Condition**

What will allow the learning to take place?

3) **Standard**

What degree of accuracy is expected?

OBJECTIVE FOR THIS EXERCISE

Upon completion of a programmed instructional activity on performance objectives with supervision of the instructor, the learner will correctly identify in writing ten statements as complete or incomplete objectives with 80% accuracy.

On the next page, in the space provided, indicate whether each statement is:

A complete performance objective with the three components. (Mark C)

An incomplete performance objective. (Mark I)

Allow 4 minutes to complete this task.

____1. By the end of this session, participants will demonstrate handcuffing following all 11 steps in FTO module 2.12.

____2. Have knowledge of role plays.

____3. The officer will know how to fill out a booking room form.

____4. By the end of this session, participants will be able to list at least six steps in conducting role plays.

____5. Given a list of court terms, the learner will be able to define them in a written test as described in the 1998 State Court Information Pamphlet on page 12.

____6. Recognize the states of crisis.

____7. At the end of this demonstration, each trainee will be able to pat search a volunteer finding at least 4 of 5 items of planted contraband.

____8. The participant will know the meaning of "adult learning".

____9. At the end of this session, each trainee will be able to:

a. List five reasons for testing.

____10. At the end of this session, each trainee will be able to write performance objectives which include an action word, conditions, and standards.

Check your answers on the next page.

Answers:

1. C
2. I
3. I
4. C
5. C
6. I
7. C
8. I
9. C
10. C

Your score is _____. (Number correct.)

If your score is 0 - 9, please turn to page **8.11** and follow the instructions.

Was your score 10? Please turn to page **8.12** and follow the instructions.

Writing and recognizing performance objectives can be confusing. Keep the following in mind about performance objectives:

** It is a statement describing the learning the trainee is to acquire.

** It is a statement of what the trainee must be able to do or know when he/she demonstrates the mastery of the lesson.

** It should specify clearly an action word, conditions, and standards.

Go to page **8.13**.

Your score was 10?

OUTSTANDING!!!!!!

You are familiar with performance objectives. You don't need the rest of this learning sequence. I suggest that you go to page **8.28 (Summary)** and read:

SUMMARY:

***Performance Objectives**

***Action Words**

*** Conditions**

*** Standards**

TRY THESE:

Which statement is open to fewer interpretations?

____ 1. The trainee will really understand the concept of rehabilitation.

____ 2. The trainee will be able to identify the four approaches society uses to deal with criminals.

If you selected #1, turn to page **8.15.**

If you selected #2, turn to page **8.14**.

You are correct!!

The action word to identify conveys activity and accomplishment on the part of the adult. It is the means whereby learning is observable.

Other words open to fewer interpretations:

* to write

* to solve

* to list

* to compare

Please turn to page **8.16**.

NOT QUITE! ☹

You see, the phrase "to really understand" is open to too many interpretations.

The response you would receive from the statement would be difficult to observe as specific learning.

Words open to fewer interpretations:

* to identify
* to write
* to solve
* to list
* to compare

Please go on to page **8.16**.

Words open to

Many Interpretations	Fewer interpretations
to appreciate	to locate
to explain	to re-write
to help	to order
to react	to paraphrase
to criticize	to define
to solve	to identify
to determine	to list
to sharpen	to contrast
to discuss	to demonstrate
to express	to apply
to understand	to inspect
to feel	to recognize
to know	to perform
to become aware of	to match
to attempt	to select

Go to the next page.

See what you can do with these:

Which statements include a condition under which the trainee will learn?

Mark C (for condition) Mark NC (for no condition)

____ 1. After reviewing 3 acceptable PSI reports, participants will be able to identify the ten elements of a pre-sentence investigation report.

____2. Given a role play situation, the trainee will prepare an inmate for courtroom appearance.

____3. Trainees will know elements of report writing.

Check your answers on the next page.

Answers:

1. C

2. C

3. NC

Your score:_____ (number correct)

If your score is 0 -2, please turn to page **8.19**.

If your score is 3, excellent. Turn to page **8.20**.

Conditions mix you up??!! Don't fret!!!

Performance objectives must contain a condition:

* A specification of what will allow the desired learning to take place. We call this the condition of the performance objective.

*A description of the specific activity or instructional technique that facilitates the learning.

*Conditions may include environment, role players, equipment, and references.

HELPFUL HINTS:

*Conditions are often preceded by the word given or after participating in, etc.

At the end of this session...

Given a service revolver...

In a role play situation...

Without the aid of a policy and procedure manual...

After a group discussion...

After watching a 15 minute video tape...

Try again. Review page **8.17**; look at answers on page **8.18**. Then go on to page **8.21**.

You're doing great!!!!!!

For review, so far we've covered two of the three components for a performance objective.

Condition	After a guided group discussion, the trainee will .....
Action Word	write, demonstrate, perform, etc.

Please go to the next page.

Would you agree that the following describes standards for performance objectives.

A statement of the level that will be used to judge successful performance.

____Yes ____No

If yes, turn to page **8.23**.

If no, turn to page **8.22**.

Sorry, you're wrong on this one.

Standards are:

A statement of the degree of precision or accuracy with which the trainee must perform.

Standards allow you to measure success in the trainee. They should be objective, measurable, and not subject to interpretation.

Standards may be written as ratios.

*Fire a handgun with 8 out of 10 rounds in the center circle.

*List 3 of the 5 purposes...

Standards can also reference written or training materials.

*...following all the steps outlined in policy and procedure #11.45.

*...following all the recommendations described in the video.

*...following all the steps defined in the lesson plan.

All performance objectives should include an explicit standard. (Nothing should be implied - we are in the corrections business after all).

Please go back to page **8.21** and re-read the correct statement.

Then go to page **8.24**.

GREAT! You're correct!!!!!

But, to reinforce what you know:

Standards are:

A statement of the degree of precision or quality of behavior desired.

Standards may be written as ratios.

*Fire a handgun with 8 out of 10 rounds in the center circle.
*List 3 of the 5 purposes.

Standards can also reference written or training materials.

*...following all the steps outlined in policy and procedure #11.45.

*...following all the recommendations described in the video.

*...following all the steps defined in the lesson plan.

All performance objectives should include an explicit standard. (Nothing should be implied). <u>If no standard is expressly written, the performance objective is incomplete.</u>

Additionally, saying "100%" with no further definition really does not set a clear standard. You need to define what you mean by "100%" (like: 5 out of 5 times, etc.)

All performance objectives must have clearly-stated standards.

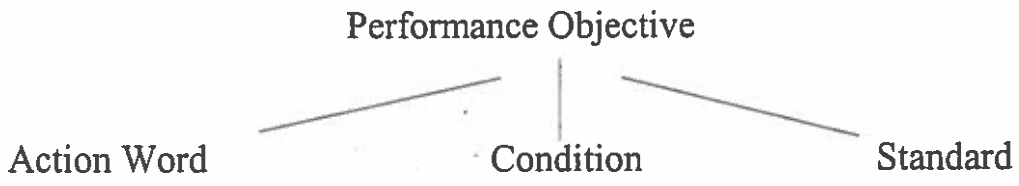
Please go the next page.

Objectives must contain:

1. A specific task to be completed, expressed by an action word.

2. Condition which allows the learning to take place.

3. The minimum standard of accuracy.



Go to the next page.

On the next page, indicate whether each statement is:

A complete performance objective with all three components. (Mark C)

An incomplete performance objective. (Mark I)

Allow 4 minutes to complete this task.

____1. By the end of this session, participants will demonstrate handcuffing following all 11 steps in FTO module 2.12.

____2. Have knowledge of role plays.

____3. The officer will know how to fill out a booking room form.

____4. By the end of this session, participants will be able to:
A. List at least six steps in conducting role plays.

____5. Given a list of court terms, the learner will be able to define them in a written test as described in the 1998 State Court Information Pamphlet on page 12.

____6. Recognize the states of crisis.

____7. At the end of this demonstration, each trainee will be able to pat search a volunteer finding at least 4 of 5 items of planted contraband.

____8. The participant will know the meaning of "adult learning".

____9. At the end of this session, each trainee will be able to:
A. List five reasons for testing.

____10. At the end of this session, each trainee will be able to write performance objectives which include an action word, conditions, and standards.

Check your answers on the next page.

ANSWERS:

1.	C	6.	I
2.	I	7.	C
3.	I	8.	I
4.	C	9.	C
5.	C	10	C

Your Score is_____. (Number correct.)

If your score is 7 or less?????? Well, we tried.

It would be wise for you to go over each of those you did incorrectly to see if you can determine what went wrong. If you cannot get 8 or more, you should contact the instructor for some coaching on performance objectives.

If your score is 8, 9, or 10, you did complete the learning module successfully. CONGRATULATIONS!!!!! Now you should be prepared to write and analyze performance objectives.

GOOD LUCK!!!

SUMMARY

PERFORMANCE OBJECTIVES

The learner-centered performance objectives are exclusively designed by the staff trainer and describe outcomes expected for individual learners in specific, pertinent, attainable, measurable, and observable terms. These objectives specify exactly what the learner must know, be able to do, or the feeling or attitudes to be developed. Each performance objective must indicate precise activities, with action words or verbs, in which the learner must become engaged; clearly state the circumstances or condition under which the learning will occur; and a minimum standard acceptable for achievement of the learning or task.

What is the function of a performance objective?

1. Student centered, not instructor centered.

2. Enhances communication between trainer and trainee.

3. Encourages trainees to be efficient in their learning because they know what to expect.

4. Provide a means whereby learning is observable and thus measurable to everyone.

5. Is the basis for selecting lesson content, type of instruction, method of examination.

6. Targets the training to the problem performance to be solved.

7. Confirms and documents the intent of the training

Categories of Performance Objectives:

Performance objectives can be divided into three major domains: cognitive, psychomotor, affective.

1. Cognitive objectives emphasize tasks carried out by thinking. They involve knowledge, understanding and thinking skills.

2. Psychomotor objectives relate to doing or physical action tasks. They emphasize movement and muscle coordination skills.

3. Affective objectives relate to attitudes, feelings, values, and emotions.

Most objectives will be cognitive or psychomotor. The domains are not pure, but generally you will find one domain of learning need is predominate in a given training situation.

ACTION WORDS:

Performance objectives have three essential elements:

1. Action Word
2. Condition
3. Standard

The Action Word (or verb) specifies what is to be done: that is, the outcome to be demonstrated by the learner as a result of having completed the experiences (i.e., condition) provided. A learner Action word would be to write, to identify, & to list. Notice that trainees are DOING something–something which can be OBSERVED and thus measured.

Avoid such words as "will know", "will understand", "will learn", "will grasp". They are too broad and too vague to be objectives. How will you ever measure that? Be sure there is no room for doubt.

NOTE: The action word will indicate what domain of learning need is targeted!

CONDITION

Each objective must have its CONDITION MADE CLEAR. CONDITIONS tell the circumstances under which the learning will take place. This is generally what the trainer facilitates that allows the participant to learn.

The following are examples of CONDITIONS in performance objectives:

> After hearing a 20-minute lecture, completing a task activity, and then given a topic, the trainee will give a three-minute extemporaneous talk on an assigned topic without use of reference or prompting.

> After completing an individualized media-module unit on motivation and an objective test, the trainee will write the 10 rules for self-motivation.

CONDITIONS state WHAT has been design into the training to facilitate the learning. They define what the participant will experience to accomplish the learning.

STANDARD

The expected level of accuracy in performing is the STANDARD. Given the condition and action word, how will we measure if the learning actually occurred? The trainer must be able to tell the trainees the minimum degree of success that is expected of them, and then use the standard to measure participant success.

It is not enough to know what is to be done (ACTION WORD) and how the learning is to occur (CONDITION), it also the expected level of performance (STANDARD) must be made clear.

* 4 out of 5

* All 3

* Following the 9 steps described in policy 200.03

Once the STANDARD level is determined by the trainer and stated in the performance objective, there is a framework of acceptable performance by the trainee. By having the training staff state the STANDARD clearly for performance objectives, trainees know what is expected of them.

STOP HERE

PLEASE DON'T PROCEED UNTIL DIRECTED BY THE INSTRUCTOR

H. PERFORMANCE OBJECTIVES

Please don't complete the following until directed to do so by the instructor:

Please identify the *condition, action word*, and *standard* in the following performance objectives by circling each. Also, identify the domain of learning.

1. After a short lecture, participants will correctly identify all 3 parts of a sample performance objective. Domain? _____

2. After completing a programmed learning booklet, participants will write a cognitive performance objective. Domain? _____

3. After viewing a pat search video tape, participants will pat search a volunteer following the process described in the video. Domain? _____

4. After a demonstration by the *egg master*, participants will drop a raw egg into a water glass without breaking the egg. Domain? _____

> ⬆ All the above of examples of **IMMEDIATE IMPACT objectives**:
> What trainee knows or can do at the end of the training.

5. After being trained in inmate rights and inter-personal communications skills (IPC), participants will perform such that they will have 40% fewer supervisory write-ups for not providing inmates with required services and materials.

> ⬆ Example of **INTERMEDIATE IMPACT objective**:
> Targeting on-the-job performance.

6. After staff complete the training, there will be a 50% reduction in substantiated inmate grievances concerning offender rights violations.

> ⬆ Example of **ULTIMATE IMPACT objective**:
> Agency benefit as a result of enhanced staff performance.

I. GROUP EXERCISE: WRITING A GROUP PERFORMANCE OBJECTIVE

Each group will now write a performance objective for a non-corrections related topic assigned by the instructor. Please draft your performance objective. Then analyze it by identifying the three parts and the domain of learning. Given the assigned topic, is your performance objective addressing the most appropriate domain of learning?

Once your group agrees on the performance objective, write it on the flip chart paper and choose a group member to present your product.

Group Draft Performance Objective:

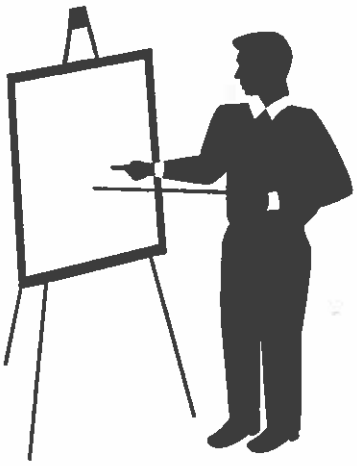
Topic: _____

Performance Objective: _____

_____

_____

Domain of Learning: _____



J. WRITING YOUR MODULE'S PERFORMANCE OBJECTIVE

You have successfully completed the self-instructional booklet and participated in writing a group performance objective. You are now ready to write the performance objective for the topic you selected for your individual FTO module.

Take a few moments and think carefully about what the standard should be in your agency for someone to be deemed qualified to perform your module's task without supervision. You will need to build that "test for success" into your module's performance objective.

Draft your module's performance objective below:

Draft PO: After explanation, demonstration, and practice, the trainee will be able to _____

_____

_____

Working in pairs, review each other's draft performance objective. Ask your partner to identify the condition, action word, and standard in his/her performance objective. Pay particular attention to the level and quality of the standard. Also, have your partner explain how his/her performance objective addresses the psychomotor domain of learning.

On the next page, revise your performance objective, and seek your small group facilitator's sign-off.

After your peer review, you may want to make some changes in your module's performance objective. Use the space below to make any needed changes. When you are ready, ask your Group Facilitator to review it with you and sign off on it.

Revised PO: After explanation, demonstration, and practice, the trainee will be able to _____

_____

_____

Group Facilitator sign-off: _____

Congratulations. You are now ready to transfer your topic and performance objective onto a clean copy of the FTO format sheet. Those will be provided for you at the end of the next module.

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Module 9

FTO Performance Checklist Development

FTO PERFORMANCE CHECKLIST DEVELOPMENT

A. MODULE OBJECTIVES

After completing this module, you will be able to:

❶ Describe how a performance checklist is used for on-the-job training;

❷ List the 9 critical components of a performance checklist; and

❸ Prepare a performance checklist for your selected FTO module.

B. ELEMENTS OF A PERFORMANCE CHECKLIST

Each module in the performance checklist should contain:

- ❒ Chapter
- ❒ Module title
- ❒ Performance objective
- ❒ Name of trainee
- ❒ Name of FTO trainer
- ❒ List of steps (activity required for successful completion of the task)
- ❒ Columns for initials confirming the completion of each step
- ❒ Certification statement with signature block
- ❒ Training hours credited

C. PERFORMANCE CHECKLIST DEVELOPMENT

1. First, identify the sequence of steps required to successfully accomplish the task by brainstorming or envisioning the task.

    a. Create step-by-step instructions on how to complete the task.

    b. Think simple steps – 1, 2, 3, etc.

    c. Don't assume anything – write down each step.

    d. Limit it to 8 to 15 steps.

2. Field Test The Steps

    a. Go to the location where the task is done and observe other staff completing the task.

    b. Go through the task with staff.

    c. Revise it to accurately reflect the steps.

    d. Give it to someone else to read and follow – Does it work?

    e. Have veteran employees perform the task with the sheet.

3. Administration Approval

    a. A final check.

    b. Do these steps reflect the way the administration wants the task accomplished?

    c. Revise to reflect the administration's position.

    d. Get administration's ***written*** approval. This is critical.

D. EXERCISE

Instructions:

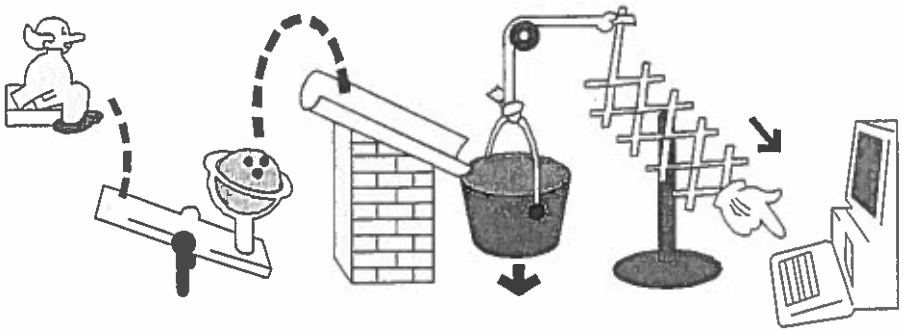
1. On the ***Scenario Worksheet***, list the steps required to complete the task you selected as your topic.

2. Select a partner in your group and review the steps together. Make sure no steps have been omitted. One good technique is to verbally describe the process while your partner checks the steps you listed.

3. After careful review and revision, obtain the sign off from your group facilitator.

4. Then enter the steps on the FTO module checklist.

NOTE: Watch for steps omitted or steps out of order.



SCENARIO WORKSHEET

☐ **Draft**
☐ **Field Test**
☐ **Final Draft**
☐ **Approval**

:hapter: _____
lodule Topic: _____

ACTIVITY	ACTORS/USERS	RESOURCES

SCENARIO WORKSHEET

☐ **Draft**
☐ **Field Test**
☐ **Final Draft**
☐ **Approval**

Chapter: _____
Module Topic: _____

#	ACTIVITY	ACTORS/USERS	RESOURCES

NATIONAL INSTITUTE OF CORRECTIONS

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Module 10

FTO Teaching Process

FTO TEACHING PROCESS

A. MODULE OBJECTIVES

After completing this module, you will be able to:

❶ List the 11 steps of the FTO teaching process;

❷ Identify the 4 critical process steps; and

❸ While watching a demonstration, analyze the application of the FTO teaching process using an assessment form as a guide.

B. FTO TEACHING PROCESS

11 Steps to Effective Psychomotor Learning:

1. FTO puts Trainee at ease.

Remember your first few days? A new employee is dealing with a confusing environment and is facing a large volume of behavioral skills to learn. Do what you can to <u>establish rapport</u> and <u>place the Trainee at ease.</u>

2. FTO establishes reason to learn with Trainee.

The more the Trainee is aware of the importance or significance of the skill, the more attention and retention will result. This step is much more than just a "Grabber"; it answers the question why this topic is so important to learn. If you can't explain the importance, why is this topic in your FTO manual?

3. **Trainee reads task document.**

This begins to build the knowledge base for the behavioral activity to follow. Task documents that are too long become too difficult to absorb in one session. Learning needs to be divided into manageable bits. More than 8-12 steps may be too much for a given task. May need to develop "Mini" task lists.

4. **FTO reviews and summarizes task with Trainee, and goes over the performance objective.**

This allows FTO to point out special areas of concern, watch for signs of confusion, etc. This is good point to answer questions.

5. **FTO explains and demonstrates task as Trainee observes.** (Critical step)

This begins the formal behavioral skills building process. This step exposes the Trainee to formal learning through observation and step by step instruction.

6. **Trainee explains as FTO performs.** (Critical step)

This step reinforces the learning curve with the trainee. It also checks for comprehension before the trainee needs to perform and take a risk. It helps to reduce the chance of error when the trainee is asked to perform in step 7. For sure, repeat this step any time the FTO senses any confusion on the part of the trainee.

7. **Trainee explains and demonstrates task as FTO observes.** (Critical step)

This confirms that the Trainee comprehends the steps and behaviors involved. FTO should encourage, coach, support, and provide productive criticism. This is also a good time to provide "Veteran Tips". Make sure all errors or shortcuts are caught at this stage of instruction. <u>All steps must be followed in the proper order.</u>

8. FTO concludes "temporary proficiency" and directs trainee to practice skill while working.

FTO is available to spot-check, answer questions, etc. Never sign off on a skill on the same day as the instruction; allow some time to pass to determine if the skill has truly been learned and behaviorally absorbed. Watch for short-cutting or lazy steps.

9. FTO sets time and date for Proficiency Test concerning specific skill.

Make this a specific time and place. This sets a practice deadline for the Trainee and assures the Trainee will continue practicing the skill.

10. FTO conducts proficiency test with Trainee. (Critical step)

This should be a serious event. The FTO serves as the trained evaluator, and can judge PROFICIENCY, require additional practice and set new test date, or recommend remedial training. If the skill is not yet learned, or if the FTO is not yet satisfied with the performance, keep the Trainee in the practice phase. If practice does not solve the problem, perhaps it is not a training problem!

11. FTO and Trainee document completion of skill topic.

Any remedial work should also be documented. It is always nice for both the FTO and Trainee to sign off to document the proficient acquisition of a new skill!

12. Support Items for Effective Learning

- o Proper Equipment
- o Proper Positioning
- o Proper Use of Checklist
- o Encourage/Support
- o Communications Skills
- o Give Reasons
- o Allow Questions
- o Always Practice
- o Give Feedback
- o Be a Role Model!!

Most Importantly:

Always

√ Follow the Process
and
√ Prepare, prepare, prepare

C. HANDCUFFING DEMONSTRATION

Now you will watch a demonstration of the FTO teaching process. Please use the evaluation form on the following page as your guide. Jot down notes on anything you want to comment on during the de-briefing.

Note: The exercise is only designed to illustrate the FTO teaching process - do not be concerned about the rather simplistic approach toward handcuffing that we use. Watch the *process* not the content!

FTO TEACHING PROCESS

The Handcuffing Demonstration Observation/Assessment

While watching the handcuffing demonstration, please rate the FTO's performance

In the process of training this task, did the FTO:

1. Establish rapport w/trainee? Y/N Suggestion _____
2. Put trainee at ease? Y/N Suggestion _____
3. Establish reason to learn? Y/N Suggestion _____
4. Have trainee read task checklist? Y/N
5. Review/summarize task? Y/N
6. Go over performance objective? Y/N
7. Explain/demonstrate task? Y/N
8. Demonstrate as trainee explained? Y/N
9. Have trainee explain and demonstrate? Y/N
10. Conclude temporary proficiency and direct trainee to practice? Y/N Suggestion _____
11. Clearly set proficiency test? (location, time and date) Y/N Suggestion _____
12. Use support items?

__ Proper equipment?
__ Proper positioning?
__ Proper use of checklist?
__ Encouraged/supported?
__ Used communications skills?
__ Followed the process?
__ Gave reasons?
__ Allowed questions?
__ Practiced before training?
__ Gave feedback?
__ Was a role model?
__ Was prepared?

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D. SUMMARY OF FTO TEACHING PROCESS STEPS

1. FTO puts Trainee at ease.
2. FTO establishes reason to learn with Trainee.
3. Trainee reads task document.
4. FTO reviews and summarizes task with Trainee, and goes over the performance objective.
5. FTO explains and demonstrates task as Trainee observes. (C)
6. Trainee explains as FTO performs. (C)
7. Trainee explains and demonstrates task as FTO observes. (C)
8. FTO concludes "temporary proficiency" and directs trainee to practice skill while working.
9. FTO sets time and date for Proficiency Test concerning specific skill.
10. FTO conducts proficiency test with Trainee. (C)
11. FTO and Trainee document completion of skill topic.
12. Support Items for Effective Learning:

- o Proper Equipment
- o Proper Positioning
- o Proper Use of Checklist
- o Encourage/Support
- o Communications Skills
- o Give Reasons
- o Allow Questions
- o Always Practice
- o Give Feedback
- o Be a Role Model!

Most Importantly: Always follow the *process* and always *prepare, prepare, prepare*

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Module 11

FTO Group Demonstrations

FTO GROUP DEMONSTRATIONS

A. MODULE OBJECTIVES

After completing this module, you will be able to reinforce your learning about the FTO teaching process by applying it to a non-correctional topic. You will be able to:

❶ Work as a group and select a non-corrections topic;

❷ Write an acceptable psychomotor performance objective for the topic;

❸ Develop an FTO Module checklist for the topic;

❹ Demonstrate the FTO teaching process by training someone from another group in the topic; and

❺ Participate in a debriefing on the demonstration.

B. GROUP DEMONSTRATION INSTRUCTIONS

At this point in the training, you have all the information needed to develop and demonstrate an FTO module. Now you will have the opportunity as a group to apply what you have learned to a non-corrections related topic as a way of reinforcing your learning.

1. Select a fun topic that you can teach someone in another group within 10 minutes.

☺ Must be a non-job related topic;

☺ Must be psychomotor; and

☺ Must be short … must be covered 3 times in 10 minutes.

2. Prepare a complete performance checklist on flip chart paper including:

- ◘ Topic;
- ◘ Trainee;
- ◘ Performance objective;
- ◘ Task completion steps;
- ◘ "Initialing" columns; and
- ◘ Certification & signature block.

3. Select someone from your group to be the FTO trainer, and select someone from another group to be the trainee in the selected task.

√ Make sure your designated FTO trainer can perform the task.

√ Make sure the trainer follows the steps in the FTO process.

√ Be sure to set the time and date for the proficiency test.

√ Make sure your trainer practices!!!

4. This is a group exercise; help your group trainer by coaching and making suggestions during the demonstration if problems occur.

5. Have fun!

C. DEBRIEFING

Please use the following *Group Demonstration Comment Sheets* as a guide when assessing the demonstrations of the FTO teaching process.

HINT: This comment sheet also is an excellent guide to the FTO teaching process. Use it as a control sheet when serving as an FTO here or back home.

FTO Module Performance Checklist

Chapter: _____ Trainee: _____

Module Title: _____ FTO: _____

PERFORMANCE OBJECTIVE:
After explanation, demonstration, and practice, trainee will

STEPS:	Trainee Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above trainee concerning this task on ____ (date)
X _____ FTO
X _____ Trainee

GROUP DEMONSTRATIONS
COMMENT SHEET

TOPIC: _____

FTO: _____
EVALUATOR: _____

Activity	Performed	Comment
1. Established rapport	Y/N	_____
2. Put Trainee at ease	Y/N	_____
3. Established reason to learn	Y/N	_____
4. Allowed trainee to read task document	Y/N	_____
5. Reviewed and summarized task with trainee	Y/N	_____
6. Went over performance objective	Y/N	_____
7. FTO explained and demonstrated task	Y/N	_____
8. Had trainee explain while FTO demonstrated	Y/N	_____
9. Had trainee explain and demonstrate	Y/N	_____
10. FTO directed trainee to practice	Y/N	_____
11. Clearly set proficiency test	Y/N	_____

12. Support/Performance Issues

____ Proper use of equipment
____ Proper positioning
____ Proper use of checklist
____ Encouraged/supported trainee
____ Used good communications skills
____ Followed the process
____ Gave reasons
____ Allowed questions
____ Practiced module
____ Gave feedback
____ Was a role model
____ Was well prepared

13. Comments: _____

_____

_____

_____

_____

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GROUP DEMONSTRATIONS
COMMENT SHEET

TOPIC: _____

FTO: _____
EVALUATOR: _____

Activity	Performed	Comment
1. Established rapport	Y/N	_____
2. Put Trainee at ease	Y/N	_____
3. Established reason to learn	Y/N	_____
4. Allowed trainee to read task document	Y/N	_____
5. Reviewed and summarized task with trainee	Y/N	_____
6. Went over performance objective	Y/N	_____
7. FTO explained and demonstrated task	Y/N	_____
8. Had trainee explain while FTO demonstrated	Y/N	_____
9. Had trainee explain and demonstrate	Y/N	_____
10. FTO directed trainee to practice	Y/N	_____
11. Clearly set proficiency test	Y/N	_____

12. Support/Performance Issues

____ Proper use of equipment
____ Proper positioning
____ Proper use of checklist
____ Encouraged/supported trainee
____ Used good communications skills
____ Followed the process
____ Gave reasons
____ Allowed questions
____ Practiced module
____ Gave feedback
____ Was a role model
____ Was well prepared

13. Comments: _____

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GROUP DEMONSTRATIONS
COMMENT SHEET

TOPIC: _____ FTO: _____

EVALUATOR: _____

Activity	Performed	Comment
1. Established rapport	Y/N	_____
2. Put Trainee at ease	Y/N	_____
3. Established reason to learn	Y/N	_____
4. Allowed trainee to read task document	Y/N	_____
5. Reviewed and summarized task with trainee	Y/N	_____
6. Went over performance objective	Y/N	_____
7. FTO explained and demonstrated task	Y/N	_____
8. Had trainee explain while FTO demonstrated	Y/N	_____
9. Had trainee explain and demonstrate	Y/N	_____
10. FTO directed trainee to practice	Y/N	_____
11. Clearly set proficiency test	Y/N	_____

12. Support/Performance Issues

____ Proper use of equipment
____ Proper positioning
____ Proper use of checklist
____ Encouraged/supported trainee
____ Used good communications skills
____ Followed the process
____ Gave reasons
____ Allowed questions
____ Practiced module
____ Gave feedback
____ Was a role model
____ Was well prepared

13. Comments: _____

_____

_____

_____

_____

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GROUP DEMONSTRATIONS
COMMENT SHEET

TOPIC: _____

FTO: _____
EVALUATOR: _____

Activity	Performed	Comment
1. Established rapport	Y/N	_____
2. Put Trainee at ease	Y/N	_____
3. Established reason to learn	Y/N	_____
4. Allowed trainee to read task document	Y/N	_____
5. Reviewed and summarized task with trainee	Y/N	_____
6. Went over performance objective	Y/N	_____
7. FTO explained and demonstrated task	Y/N	_____
8. Had trainee explain while FTO demonstrated	Y/N	_____
9. Had trainee explain and demonstrate	Y/N	_____
10. FTO directed trainee to practice	Y/N	_____
11. Clearly set proficiency test	Y/N	_____

12. Support/Performance Issues

____ Proper use of equipment
____ Proper positioning
____ Proper use of checklist
____ Encouraged/supported trainee
____ Used good communications skills
____ Followed the process
____ Gave reasons
____ Allowed questions
____ Practiced module
____ Gave feedback
____ Was a role model
____ Was well prepared

13. Comments: _____

_____

_____

_____

_____

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GROUP DEMONSTRATIONS
COMMENT SHEET

TOPIC: _____

FTO: _____
EVALUATOR: _____

Activity	Performed	Comment
1. Established rapport	Y/N	_____
2. Put Trainee at ease	Y/N	_____
3. Established reason to learn	Y/N	_____
4. Allowed trainee to read task document	Y/N	_____
5. Reviewed and summarized task with trainee	Y/N	_____
6. Went over performance objective	Y/N	_____
7. FTO explained and demonstrated task	Y/N	_____
8. Had trainee explain while FTO demonstrated	Y/N	_____
9. Had trainee explain and demonstrate	Y/N	_____
10. FTO directed trainee to practice	Y/N	_____
11. Clearly set proficiency test	Y/N	_____

12. Support/Performance Issues

____ Proper use of equipment
____ Proper positioning
____ Proper use of checklist
____ Encouraged/supported trainee
____ Used good communications skills
____ Followed the process

____ Gave reasons
____ Allowed questions
____ Practiced module
____ Gave feedback
____ Was a role model
____ Was well prepared

13. Comments: _____

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Module 12

FTO Observation Reports

FTO OBSERVATION REPORTS

A. MODULE OBJECTIVES

After completing this module, you will be able to:

❶ Explain the function of the FTO observation report;

❷ Draft a process for using the reports; and

❸ Draft critical dimensions for inclusion in reports.

B. FTO CHECKLISTS

The FTO checklists are essentially "pass/fail" documentation. They only tell you ***WHAT the trainee can do.*** It's *PASS/FAIL (or proficient or not)*. It really doesn't tell you HOW that new employee is doing.

C. FTO OBSERVATION REPORTS

The FTO observation reports record *HOW* the trainee is doing as he/she proceeds through the new employee FTO program. This gives you vital information about the progress the new employee is making toward becoming an autonomous & productive colleague on a shift.

NOTE: Observation reports measure a trainee's on-going response to the FTO training. They are a training device yielding information about knowledge or skill deficiencies; *they are not part of a new employee performance appraisal or probationary process.*

D. TRAINED NEW EMPLOYEE

A critical issue is when the new employee stops being a trainee and starts being a productive shift team member. The suggestion is that a new employee is finished with the FTO program when he/she scores:

Acceptable in ***checklist*** tasks: **can perform tasks**
(technical proficiency at task level)
plus
Acceptable in ***observation reports***: **can support duties**
(organizational norms and general skills at duty level)

which equals

A trained new employee ready to **perform the job**

E. ISSUES: OBSERVATION REPORTS

In designing your program, there are several decisions that must be made about the development and use of an observation report system.

1. When filled out?

- ☐ Daily?
- ☐ Weekly?
- ☐ Monthly?

2. Who fills them out?

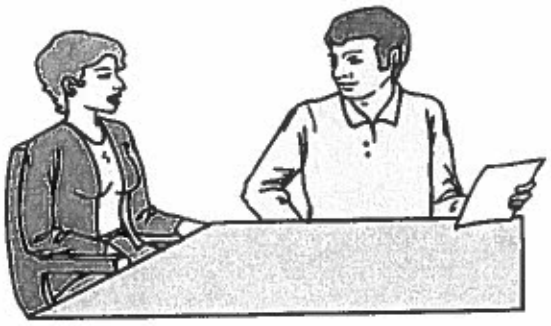
- ☐ FTO?
- ☐ Supervisor?
- ☐ Both?

3. What to measure?

- ✔ Is trainee conforming to required norms?
- ✔ Is trainee displaying the general skills required to support job duties?
- ✔ Subjective judgement made objective by scoring system.
- ✔ Scoring system is anchored by clear standards.
- ✔ Need to ID dimensions that are critical to success on the job.
- ✔ Must be defendable (i.e., validated).

4. How used?

- o Who reviews & signs off?
- o Who goes over it with Trainee? How often?
- o How/where retained?



Observation Reports Measure:

Support of Duties

Staff need to function such that they always support:

- ◙ Facility Security
- ◙ Facility Sanitation
- ◙ Inmate Safety
- ◙ Staff Safety
- ◙ Inmate Programs and Services
- ◙ Inmate Health, Welfare, Hygiene
- ◙ Inmate Supervision
- ◙ Inmate Behavior Management
- ◙ Inmate Rights
- ◙ Special Management Inmates
- ◙ Inmate Movement
- ◙ Emergency Response/Management/Equipment
- ◙ Administrative/Support/Development Activity
  (like attend training, fill out time cards, staff meetings, etc.)
- ◙ Physical Plant/Maintenance

◘ (Admissions & Releases) Probably a complex set of tasks but <u>may</u> be Duty level by default - depends upon jail or prison setting.

Tools: By using the following **general skills** as effective **tools** to support the above:

- ✔ Problem Solving
- ✔ Decision Making
- ✔ Planning
- ✔ Organizing
- ✔ Communications (with staff/inmate/public)
- ✔ Documentation and Record Keeping

JACOBSEN COUNTY JAIL

FTO OBSERVATION REPORT

Note: This is a mock-up to show format. However, the duty-level dimensions shown are strongly suggested.

- ❑ DAILY
- ❑ WEEKLY
- ❑ MONTHLY
- ❑ OTHER _____

TRAINEE: _____ FTO: _____

DATE: _____ TIME: _____

INSTRUCTIONS: Rate observed behavior with reference to the scale below. You are encouraged to comment on any behavior you wish and are required to comment after ratings of **NOT RESPONDING TO TRAINING, 1, 2, and 5.**

Rating scale:

Not Responding to Training	Unacceptable Level	Needs Improvement	Acceptable Level	Exceeds Acceptable Level	Superior Level	Not Observed
N.R.T.	**1**	**2**	**3**	**4**	**5**	**N.O.**

1. FACILITY SECURITY **N.R.T. 1 2 3 4 5 N.O.**

_____

_____

_____

2. STAFF & INMATE SAFETY **N.R.T. 1 2 3 4 5 N.O.**

_____

_____

_____

3. INMATE HEALTH, WELFARE, HYGIENE **N.R.T. 1 2 3 4 5 N.O.**

_____

_____

_____

4. INMATE RIGHTS N.R.T. 1 2 3 4 5 N.O.

5. FACILITY SANITATION N.R.T. 1 2 3 4 5 N.O.

6. INMATE SUPERVISION N.R.T. 1 2 3 4 5 N.O.

7. INMATE BEHAVIOR MANAGEMENT N.R.T. 1 2 3 4 5 N.O.

8. INMATE MOVEMENT N.R.T. 1 2 3 4 5 N.O.

9. EMERGENCY RESPONSE N.R.T. 1 2 3 4 5 N.O.

_____

_____

_____

10. INMATE PROGRAMS & SERVICES N.R.T. 1 2 3 4 5 N.O.

_____

_____

_____

FTO: _____

Reviewed: _____ Trainee

Reviewed: _____ FTO Supervisor

Reviewed: _____ Administrator

FTO Observation Reports
Standards for Scoring (Format)

1. FACILITY SECURITY

#5 Superior
#3 Acceptable
#1 Unacceptable

Notes:
(You need to define clear, observable definitions for each of these categories to get consistent and fair scoring from FTOs.)

2. STAFF & INMATE SAFETY

#5 Superior
#3 Acceptable
#1 Unacceptable

(FTOs also need to be trained in the application of these standards.)

3. INMATE HEALTH, WELFARE, HYGIENE

#5 Superior
#3 Acceptable
#1 Unacceptable

(Your FTOs as a group or a team of your high performing staff can draft the definitions for these standards for your review.)

4. INMATE RIGHTS

#5 Superior
#3 Acceptable
#1 Unacceptable

(If your FTOs assist in the development of these standards, they will be much better prepared to apply them consistently. In essence, they will be training themselves as they develop them!)

5. FACILITY SANITATION

#5 Superior
#3 Acceptable
#1 Unacceptable

6. INMATE SUPERVISION

#5 Superior
#3 Acceptable
#1 Unacceptable

7. INMATE BEHAVIOR MANAGEMENT

#5 Superior
#3 Acceptable
#1 Unacceptable

8. INMATE MOVEMENT

#5 Superior
#3 Acceptable
#1 Unacceptable

9. EMERGENCY RESPONSE

#5 Superior
#3 Acceptable
#1 Unacceptable

10. INMATE PROGRAMS & SERVICES

#5 Superior
#3 Acceptable
#1 Unacceptable

F. ASSIGNMENT

Group One/Group Three:

Realistically, you can only measure about 8 critical duties. Using the "Support of Duties" page, please identify 8 priority dimensions for inclusion in an observation report format. Explain why you chose them. Draft your ideas on flip chart paper and designate a group reporter. ***(Note: for purposes of this exercise, please don't look at the example FTO Observation report.)***

Be prepared to defend what you have selected as *duty level*, directly *related to success on-the-job*, and that any deficiencies can be *addressed through training* (i.e., lack of knowledge or skill).

Some ideas I liked from this group's report: _____

_____

_____

_____

_____

_____

Group Two/Group Four:

Please design procedures for use of observation report form:

- o Who fills them out?
- o How often?
- o When completed?
- o How completed?
- o How reviewed with trainee?
- o Etc.

Some ideas I liked from this group's report: _____

_____

_____

_____

_____

_____

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 13

FTO Program Planning

FTO PROGRAM PLANNING

A. MODULE OBJECTIVES

After completing this module, you will be able to:

❶ Assess the current status of your FTO program using the FTO program checklist;

❷ Plan for the development/revision of an FTO program in your agency; and,

B. PLANNING INSTRUCTIONS

1. Review the FTO Program Checklist.

✪ Identify the deficiencies in your current OJT training program or items you want to build in to your new program.

✪ Next, decide what changes you want to make to start or improve your FTO program. These become the goals in your action plan.

✪ For each goal, think about what specific steps need to be accomplished to achieve it. These become the activities/steps in your action plan.

2. Arrange these goals and activities in order.

3. List them in the action plan section of this module.

4. Complete the rest of the action plan by identifying who is responsible for each step and deadlines for completion.

C. FTO PROGRAM CHECKLIST

Elements of a comprehensive FTO Program:

- FTO Program
  - ☐ Governed by **policy** and **procedure** __yes __no
  - ☐ **Reviewed** and **approved** by administrator in writing __yes __no
  - ☐ **Job description** for FTOs __yes __no
  - ☐ Other: _____
    _____

- Job Analysis
  - ☐ All **positions** covered __yes __no
  - ☐ Identified down to **task** level __yes __no
  - ☐ All tasks **classified** __yes __no
    - Heavy cognitive - classroom strategy __yes __no
    - Heavy psychomotor - OJT/FTO strategy __yes __no
    - Some of each (maybe FTO) __yes __no
  - ☐ Other: _____
    _____

- FTO Trainee Manual
  - ☐ Current to actual facility **practices** __yes __no
  - ☐ Reflects **policy and procedure** __yes __no
  - ☐ Rationally **organized** __yes __no
  - ☐ Addresses **core psychomotor tasks** __yes __no
  - ☐ Builds from simple to more complex tasks __yes __no
  - ☐ Other: _____
    _____

- FTO module checklists (in the FTO Trainee Manual)
  - ☐ Acceptable **format** __yes __no
  - ☐ **Performance objectives** correct in format and content __yes __no
  - ☐ Steps **precise** and **specific** __yes __no
  - ☐ Steps **pre-tested** and **field tested** __yes __no
  - ☐ No more than **8-12** steps __yes __no

- ☐ Acceptable **sign-off** block __yes __no
- ☐ All heavy **psychomotor tasks** addressed __yes __no
- ☐ Other: _____

  _____

- FTO Observation Reports
  - ☐ FTOs **trained** in use __yes __no
  - ☐ Written **policy and procedure governs** use of observation reports __yes __no
  - ☐ Report is **usable**, gives good information __yes __no
  - ☐ Dimensions and standards are **defendable** __yes __no
  - ☐ Other: _____

    _____

- Trained FTOs
  - ☐ FTOs have been **trained** in tasks and FTO process __yes __no
  - ☐ Training is well **documented** __yes __no
  - ☐ FTOs are qualified as **proficient** in FTO teaching process __yes __no
  - ☐ FTOs are **evaluated** by trainees and superiors __yes __no
  - ☐ FTOs follow approved **teaching steps** __yes __no
  - ☐ FTOs actively **recruited, selected, screened** __yes __no
  - ☐ FTOs are **rewarded** __yes __no
  - ☐ Other: _____

    _____

- FTO Program Manager
  - ☐ **Supervises** overall FTO program __yes __no
  - ☐ **Evaluates** FTOs and trainees __yes __no
  - ☐ **Keeps** records __yes __no
  - ☐ Facilitates keeping program **current** __yes __no
  - ☐ Conducts regular **FTO meetings** __yes __no
  - ☐ Other: _____

    _____

- FTO Program Documentation System
  - ☐ Records kept specific to **each trainee** __yes __no
  - ☐ Regular **audit of records** for accurate/current information __yes __no
  - ☐ Completed manuals/checklists retained as **permanent record** __yes __no
  - ☐ Completed observation reports maintained as **permanent record** __yes __no
  - ☐ Other: _____

    _____

- Evaluation System
  - ☐ Proficiency testing **observed, evaluated, and supervised** __yes __no
  - ☐ Observation reports **reviewed** and **applied** __yes __no
  - ☐ FTO program **evaluated** __yes __no
  - ☐ Other: _____

    _____

- Other:

  _____

  _____

  _____

  _____

  _____

D. THE ACTION PLAN

1. After reviewing your existing FTO program, please list any major deficiencies in your FTO program. Also, if you currently don't have a formal on-the-job training program, identify the major issues you face in developing one.

2. What are the highest priorities?

3. Now, develop a plan for how you are going to address the highest priorities when you go back home - list out a step by step strategy.

Activity/step:	Person Responsible	Deadline	Other

Activity/step:	Person Responsible	Deadline	Other

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 14

Training Policy & Procedure
and
The Annual Training plan

AGENCY TRAINING POLICY & PROCEDURE
AND
THE ANNUAL TRAINING PLAN

A. Module Objectives

After completing this module, you will be able to:

❶ List the value and benefits of having thorough agency training policy and procedure;

❷ Assess your agency training policy and procedure and identify deficiencies.

❸ Explain the difference between training policy and procedure and the annual training plan;

❹ List the general components of an annual training plan;

❺ Discuss issues that must be resolved concerning the annual training plan development; and

❻ Demonstrate the use of the annual *training plan control sheets* as a planning tool.

B. Agency Training Policy and Procedure (Generally will not change each year)

1. Addresses ACA & BIA standards relating to training (make sure to look in more than just the training section).

2. Addresses local or tribal standards and statutes relating to training for agency employees.

3. Addresses required or mandatory training issues (licensing, codes, regulatory agencies).

4. Addresses historical issues/problems relating to employee training in your agency.

5. Uses P&P Format that is acceptable and usable:

☞ **Policy**: Short statement of "fact" - answers the question "*what*"

☞ **Purpose**: Short statement of rationale for the policy - answers questions "*why*"

☞ **Procedure**: specific instructions - answers question "*how*" (who, when, how, how often, etc.). Refers to documentation, forms, etc.

☞ Includes annual review of P&P conducted.

6. Defines training and clarifies training issues for the agency (Just a few suggestions)

✔ Defines what is acceptable as training (Alternatives defined).
Defines what activities will be accredited as training.
Who decides the above?
How such issues as college classes, etc. will be converted to training credit.

✔ Defines when will staff trainers be credited with training credit when they provide training?

✔ Defines who is qualified as agency trainers.

✔ Define development of annual plan/submission/approval process.
Defines elements of plan.
When it will be developed each year.

Who (position) develops.
Who (position) reviews and approves.

✔ Defines reporting process for achieving annual goals and objectives.

What statistics will be maintained and reported?
How often reported (Quarterly)?

✔ Defines documentation process for training records.

Trainer
Trainer credentials
Trainee names
Job Class(es)
Statement of job relatedness
Performance objectives or lesson plan/agenda
Hours Credited
Participant evaluation/comprehension checks/proficiency tests/re-qualifications
Certificates awarded
Training file summary record for jail inspector
Record retention schedule. (forever!)

✔ Should clarify responsibilities and deadlines.

For developing annual plan
For plan approval
For implementing schedule
For maintaining documentation and reporting.
For assuring attendance of trainees and enforcement of mandatory sessions
Process for dealing with & identifying chronic "training-avoiders"

C. Identifying Your Training Policy and Procedures Deficiencies

Now in your groups, brainstorm a list of ***training issues, topics, or problems*** that are not currently addressed through training policy and procedure. These are **training** policy and procedure topic deficiencies that you need to address.

D. Annual Training Plan

1. Generally, **TRAINING P&P** is reviewed each year and may not be dramatically changed.

2. The **ANNUAL TRAINING PLAN** is a specific strategy based upon changing needs - (***newly crafted*** each year).

   o Plan covers all employee job classes not just custody.

   o Plan addresses defendable hours (how target number of hours will be provided for this year) for new and existing employees in all job classes.

   o Plan identifies chosen topics and shows how they are related to job analysis (new employees) or needs assessment/problem analysis (existing employees).

   o Recognizes and plans to credit more than just classroom-based training.

   o Stresses low cost effective training methods when possible.

   o Allows for individualized learning needs.

3. Two Components:

   o New Employee Training (Basic Orientation & Training)

   o Existing Employee Training (In-Service Training)

4. While **Basic Training** may stay fairly constant (i.e., core tasks), you need to merge in new topics as they are identified.

5. **In-Service Training** should be different each year based upon needs and problems identified during the previous year.

E. Basic Training: Components

1. Agency Orientation - background

2. Academy/Classroom - information, knowledge, facts, understanding

3. OJT/FTO - skills, behavior

4. Other: Comprehensive Exam, etc.

Issues:

o # hours for each component?

o Total # hours during first year?

o At what point is new employee fully empowered to act as an "autonomous" shift member/colleague?

F. In-Service Training: Components ("Continuing Education")

1. Problem/needs-based topics

2. Mandatory topics

3. Re-qualifications

4. Career Development topics

Issues:

o How many hours?

o Complex scheduling issue

o Expenses/replacement costs

G. Suggested Plan Elements:

1. 2003 Training goals

2. Summary of 2002 needs/problems

3. List of Topics to be Addressed in 2003

4. For Each topic

   - o Job Relevancy
   - o Objectives
   - o Delivery method and Strategy
   - o Trainer
   - o Projected Schedule/Dates and times
   - o Duration (Hours)
   - o (True) Costs
   - o Other Resources (equipt, a/v, etc.)
   - o Evaluation Method
   - o Documentation

5. Proposed Master Schedule.

6. Total Budget.

7. Include Plan for Evaluating Impact of this Annual Training Plan.

Make sure it:

➤ Covers Basic Training (New Employee) + and In-Service Training (Existing Employee).

➤ Covers All Job Classes.

YOUR GOAL

Develop and implement an award winning annual training plan for next year!

ANNUAL TRAINING PLAN

WORKSHEET:
SOME PRELIMINARY DECISIONS

A. IDENTIFY ALL CLASSES OF EMPLOYEES, CONTRACTORS, AND VOLUNTEERS WHO NEED TO BE TRAINED:

B. SET ANNUAL TRAINING HOURLY GOALS FOR EACH CLASS OF EMPLOYEES: (CHOOSE **DEFENDABLE** BUT **ACHIEVABLE** LEVELS)

- New employees: (Basic)

- Existing employees: (In-service)

C. WHAT TYPES OF TOPICS SHOULD BE **MANDATORY** FOR ALL EMPLOYEES IN A GIVEN CLASS EACH YEAR:

D. WHO WILL **DEVELOP** ANNUAL PLAN EACH YEAR?

E. WHO WILL **APPROVE** ANNUAL PLAN EACH YEAR?

F. WHO NEEDS TO BE "SOLD" THE PLAN SO IT CAN HAPPEN?

G. WHO WILL ACTUALLY **IMPLEMENT** THE ANNUAL TRAINING PLAN EACH YEAR?

H. WHO WILL **COLLECT & MAINTAIN** THE TRAINING RECORDS?

I. WHO WILL ASSURE THAT THE RIGHT PEOPLE **ATTEND** TRAINING?

J. WHO WILL MAKE **QUARTERLY REPORTS** CONCERNING TRAINING AND PROGRESS MADE TOWARD IMPLEMENTING THE ANNUAL TRAINING PLAN?

K. WHO WILL **REVIEW/WRITE** THE TRAINING SECTION(S) OF THE AGENCY **POLICY AND PROCEDURE** MANUAL?

NEW EMPLOYEE

ANNUAL NEW EMPLOYEE TRAINING PLAN WORKSHEET

NEW EMPLOYEE TRAININGS: (Orientation, EEO, Classroom, In Service, etc.)	TRAINERS: (Contracted Officer, Support Staff, Programmatic Training Officer, Clinical, Other, etc.)	JOB RELEVANCE: (How is the training related to the student's position/job)	DELIVERY OF INSTRUCTIONS (Classroom, lecture, conference, drill, video, self study, self reading, etc.)	TRAINING OBJECTIVES: Performance/Learning (What is to be accomplished/learned as a result of the training?)	EVALUATION METHOD: (Pre/Post test, written, oral, essay, role play, etc.)	INSTRUCTOR: (Identify name, I.D. credentials. What qualifies the person to do this training?)	HOURS: (To be credited, to be scheduled)	TRAINING DATE(S): (Month, day, year training will be conducted)	TRAINING SUPERVISOR: (Who will coordinate, document, etc.) - Coordinator, Instructor, Trainee, etc.)	RESOURCES REQUIRED: (Handouts, TV, chalkboard, tests, lesson plans, paper, pencils, overheads, VCR, etc.)	COST: (Training expenses)	COMMENTS:

ANNUAL MANDATORY/CRITICAL TRAINING PLAN WORKSHEET

MANDATORY/ CRITICAL TOPIC: (Required by State, Department, etc.)	TRAINEE: (Correctional Officer, Support Staff, Programmer, Training Officer, Clerical, Other, etc.)	JOB RELEVANCE: (How is the training related to the trainee's position?)	METHOD OF INSTRUCTION: (Classroom, lecture, conference, drill, video, self study, staff meeting, etc.)	TRAINING OBJECTIVES: (Performance/Learning (What is to be accomplished/learned as a result of the training?)	EVALUATION METHOD: (Proficiency, written, oral, essay, role play, etc.)	INSTRUCTOR: (Identify name. List credentials. What qualifies the person to do this training?)	HOURS: (To be credited, to be scheduled)	TRAINING DATE(S): (Month, day, year training will be conducted)	TRAINING SUPERVISOR: (Who will coordinate, document, etc.) - Coordinator, Instructor, trainee, etc.)	RESOURCES REQUIRED: (Handouts, TV, chalkbrd, pens, lesson plans, paper, pencils, overheads, VCR, etc.)	COST: (Including expenses)	COMMENTS:

MANDATORY

ANNUAL GROUP TRAINING PLAN WORKSHEET

GROUP TOPICS (HIV, Bloodborne Pathogens, Cultural Diversity, Sexual Harassment, etc.)	TRAINERS (Government Officers, Support Staff, Programmers, Training Officer, Clerical, Maint., etc.)	JOB RELEVANCE (How is the training related to the trainee's position?)	METHOD OF INSTRUCTION (Classroom, lecture, conference, drill, video, self study, self assessing, etc.)	TRAINING OBJECTIVES (Performance/Learning (What is to be accomplished/learned as a result of the training?)	EVALUATION METHOD (Proficiency, written, oral, essay, role play, etc.)	INSTRUCTOR (Identify name, the credentials/ What qualifies the person to do this training?)	HOURS (To be credited, to be scheduled)	TRAINING DATE(S) (Month, day, year training will be conducted)	TRAINING SUPERVISOR (Who will coordinate, document, etc.? - Coordinator, Instructor, trainer, etc.)	RESOURCES REQUIRED (Handouts, TV, chalkboard, text, lesson plans, paper, pencils, overheads, VCR, etc.)	COSTS (Training expenses)	COMMENTS

INDIVIDUAL

ANNUAL INDIVIDUAL TRAINING PLAN WORKSHEET

INDIVIDUAL GOAL: (Education/Delivery, Engagement/Training, Pay Search, etc.)	TRAINEE: (Commissioned Officer, Support Staff, Programmes, Training Officer, Clerical, Other, etc.)	JOB RELEVANCE: (How is the training related to the future job/duties?)	METHOD OF INSTRUCTION: (Classroom, lecture, conference, CBT, video, self study, self coaching, etc.)	TRAINING OBJECTIVES: Performance/Learning (What is to be accomplished/learned as a result of the training?)	EVALUATION METHOD: (Portfolio, oral, essay, role play, etc.)	INSTRUCTOR: (Identify name, list credentials. What qualifies the person to do this training?)	HOURS: (To be credited, to be scheduled)	TRAINING DATES: (Month, day, year training will be conducted)	TRAINING SUPERVISOR: (Who will coordinate, document, etc.) - Coordinator, Instructor, volunteer, etc.)	RESOURCES REQUIRED: (Handouts, TV, chalkboard, tents, lecture plans, papers, pencils, overheads, VCD, etc.)	COST: (training expenses)	COMMENTS:

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ACADEMY DIVISION

Module 15

Training Coordinator: Duties and Responsibilities

AGENCY TRAINING COORDINATOR

A. Performance Objectives

After completing this module, you will be able to:

❶ Explain the significance of the position of Training Coordinator;

❷ List the duties and responsibilities of a Training Coordinator;

❸ List the desirable qualities and traits of a Training Coordinator; and

❹ Draft Job Description for training coordinator (as added duty or full-time position).

B. Introduction

This morning, we have discussed agency training requirements, training policies and procedures, and the development of the annual training plan. From these discussions, it is easy to come to the conclusion that training is major function of the agency requiring organization and coordination. Somebody has to be in charge of the training function. During this module, you will have the opportunity to formally define the job of the training coordinator.

Importance of the Training Coordinator.

Someone has to be in charge; a comprehensive training effort will not just happen.

There is a significant workload associated with having a well-organized, coordinated, comprehensive staff training program.

Much of the success of the training program depends on the abilities of the Training Coordinator and to the extent that the correct duties and responsibilities are formally defined and associated with that position.

C. Exercise: Duties/Responsibilities

Please discuss in your groups the duties and responsibilities of an agency training coordinator. Draft your thoughts, and be prepared to report them. We will compile a master list, which you should record below.

D. Exercise: Qualities/Traits

Given the responsibilities described above, what are the desirable qualities or traits of an agency Training Coordinator? Please discuss this question in your group and create a list. Please add to your list as other groups report new qualities or traits.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

E. Training Coordinator Job Description

If you do not now have a formal *written job description* for agency training coordinator (either as an added duty or full-time position), you need to make sure one is written and approved. Please use the space on the next page to draft a job description for your agency's training coordinator.

If you already have a formal job description but it does not reflect the above items, you should draft a revision of your written job description.

Training Coordinator
Job Description

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ACADEMY DIVISION

Module 16

Identifying Topics for Existing Employees

IDENTIFICATION OF TRAINING TOPICS
Existing Employee Training

A. Module Objectives

After completing this module, you will be able to:

❶ State reasons for conducting a problem analysis followed by needs assessment;

❷ Explain 3 means of identifying agency problems;

❸ Analyze problems to see if training can play a role; and

❹ Describe how to conduct a needs assessment to develop a training solution.

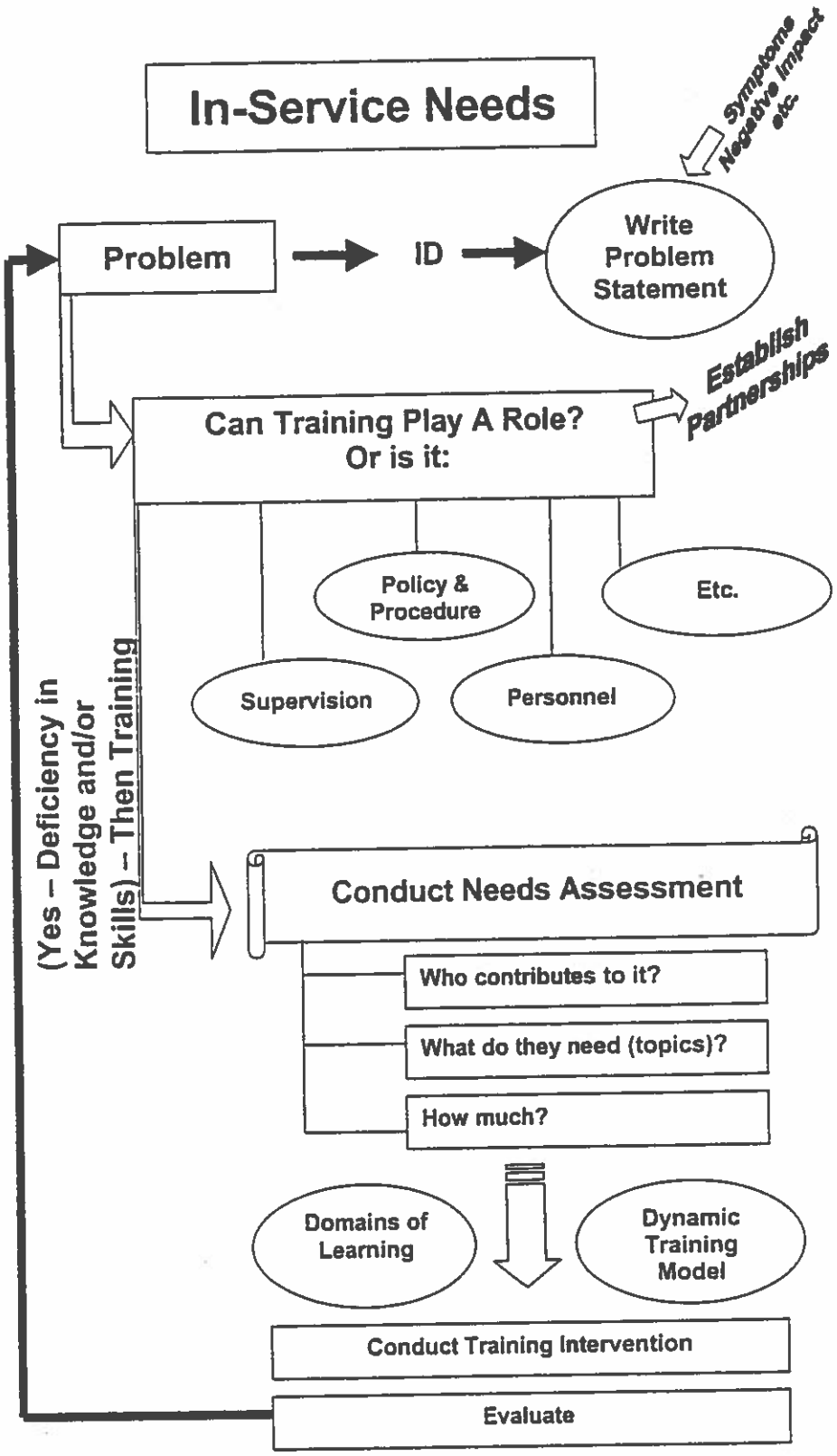
B. WHY DO A PROBLEM ANALYSIS FOLLOW BY NEEDS ASSESSMENT?

Answer: to develop defendable training topics for existing employees and to assure that training is directly relevant to them.

C. IDENTIFYING DEFENDABLE TRAINING TOPICS

Process: A problem-solving approach

On the following page is a diagram describing one process for using **problem analysis/identification followed by a needs assessment** for selecting relevant training topics and targeting which staff truly need the training intervention. This process works especially well for identifying defendable and relevant in-service training topics. Many times, training developers "put the cart before the horse" by asking staff what training they want or need rather than starting off with defining the problem first, and then assessing which staff need a training intervention to address the problem.


In-Service Needs
Symptoms
Negative Impact
etc.
Problem
ID
Write Problem Statement
Establish Partnerships
Can Training Play A Role? Or is it:
Policy & Procedure
Etc.
Supervision
Personnel
(Yes – Deficiency in Knowledge and/or Skills) – Then Training
Conduct Needs Assessment
Who contributes to it?
What do they need (topics)?
How much?
Domains of Learning
Dynamic Training Model
Conduct Training Intervention
Evaluate

1. Identify the problem. Finding problems is easy. Determining if training can play a role in the solution harder. To identify the problems, ask those who are in the position to know, but ask them in a formal organized way.

2. Define the problem. Next, **write a problem statement**. This does not have to be extensive, but how do you really know it is a problem? What negative things are happening? What is the evidence? Any statistics?(Hint: don't write the solution, only describe and define the problem.)

3. Analyze the problem: Can training play a role? Analyze the problem to see if training can play a role. That simply means that if a portion of the problem is **due to a lack of knowledge and/or skills in staff,** then training can be part of the solution. You may need to do a little detective work to arrive at a conclusion. One small group exercise in this module will give you some idea of the thought process involved.

4. Establish Partnerships. When you find that training can only partially address the problem, and such things as revised policy and procedure , better supervision and enforcement of staff behavior, or even personnel actions are required, you will need to **establish partnerships** with others to join in the solution.

5. Now, finally, conduct needs Assessment. Once you are convinced that training can play a role (i.e., lack of knowledge and/or skills), the next step is to identify who contributes to the problem and thus needs the training. You will also need to determine what they lack in knowledge and/or skills and how much of the training they need to fix it; etc. Here you may look much closer at line staff but may use a wide variety of sources in a position to know. This will give you the **topics needed.**

6. Develop the training intervention(s). Once you have the topics identified, you simply **apply the dynamic training model** to set objectives, select the best method, and conduct the training intervention. To set the objectives, you need to analyze the topic using the **domains of learning** theory. That will tell you what kind of deficiency you are dealing with and what kind of objectives to set (cognitive, psychomotor, affective). Applying knowledge about **learning styles** will help you select the best method of delivery.

7. Evaluate to see if the problem has been addressed. Conduct the training. Wait a while for the dust to settle, and then evaluate the impact of the training. Collect some data and see if anything about the targeted problem has changed for the better. If not, perhaps the objectives were wrong, the best method was wrong, the training intervention was off that day, or, perhaps, training simply is not the answer to this particular problem.

D. Identifying the Problem

① What positions in your agency know what the problems are? Who will be the best sources of reliable information?

1. Agency CEO
2. _____
3. _____
4. _____
5. _____
6. _____

② Once you identify the best sources, how can you best have them formally tell you the problems? Suggest a few ways:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

③ Since you will surface many problems, how will you set priorities? Who can help you do this?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

E. Write a Problem Statement

Before you can develop a training solution, you first need to clearly define the problem. Can you define the parameters of the problem? Can you collect any measurable evidence of the negative things the problem is causing in the agency?

PROBLEM STATEMENT

A general statement of:

1. Why an issue has been raised.

2. The discrepancy between actual and desired performance.

3. The evidence that a problem exists

Each table group will be assigned an issue. **Please make some assumptions about your issues, and draft a problem statement.** Don't write anything about the solution; just try to write a convincing problem statement. As a result of this problem what negative things are happening in the agency?

Group #1: Contraband in the facility.
Group #2: Errors in reports and log entries
Group #3: Increased inmate grievances
Group #4: Housing Units are dirty

YOUR GROUP PROBLEM STATEMENT

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

F. Moving toward a solution: Analyzing the Problem ➜ Can Training Play a Role?

The next step is to analyze the problem. It will be important to ask the right questions, collect some data, and be a good detective.

Remember from the previous Module, when solving problems, training can only contribute by providing staff with **knowledge** and **skills**. Training can not solve problems that are the result of:

- ☞ Lack of attentive staff supervision
- ☞ Lack of a clear policy and procedure
- ☞ Lack of leadership and direction
- ☞ Lack of correction of staff behavior and discipline
- ☞ Mistakes in hiring

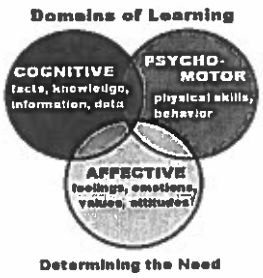
Note: If it the problem is a partly the result of some of the above deficiencies as well as a lack of knowledge and skills, you will need to form some partnerships with the administration, chain of command, Human Resources, etc. to truly solve it.

If the problem is being caused by the lack of **knowledge** and/or **skills** in staff, training can fix it.

Group Exercise:

Given your assigned problem analyze it.

- ✔ **Can training play a role?**
  - ✔ **What domain of learning need is indicated?**
    - ✔ **Prepare to report out**



G. Moving toward the Solution: Identifying the Staff in Need

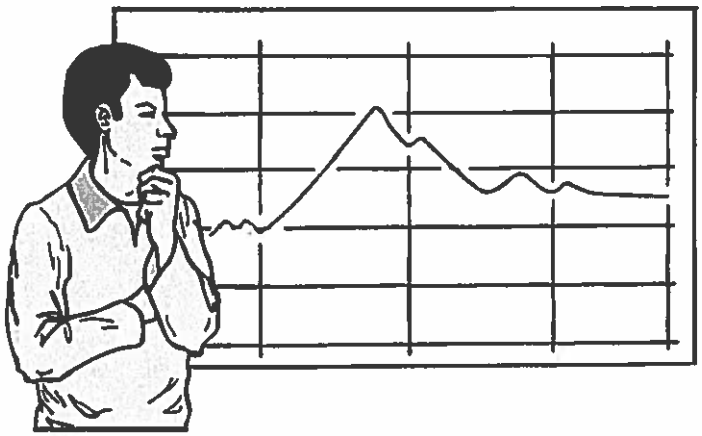
Once you have written the problem statement, analyzed it, and determined that training can play a role, the next step is to determine who is contributing to the problem and what deficiency in knowledge and skills they have.

Once you make this finding, you can truly develop a targeted prescriptive training intervention for just those who need it.

This is where you need to get very specific. Before, you looked to staff positions who worried about agency problems, **now you look at the at the staff positions who contribute to those problems.**

How can you best identify

- ✓ Who contributes to the problem?
- ✓ What is their knowledge and skill deficiency?
- ✓ What will it take to address their knowledge and skill deficiency?



REMEMBER THIS

"PRESCRIPTION WITHOUT PROPER DIAGNOSIS IS MALPRACTICE"

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 17

Training Documentation

TRAINING DOCUMENTATION

A. Module Objectives

After completing this module, you will be able to:

❶ Explain the importance of training documentation;

❷ List training documentation elements & requirements;

❸ Assess current training documentation deficiencies; and

❹ Draft a memo to your supervisor recommending improvements in agency training documentation.

B. Training

Remember, training is:

> A formal exchange of job-related information and/or skills from someone having it to someone needing it where something is acquired and applied resulting in something of value for the agency.

C. Defendable Training

Defendable training is:

1. Based upon specific **objectives**
   - ❑ Performance Objectives (*intent* of training)
   - ❑ Formal lesson plans or functional equivalent (*content* of training)

2. Must be **job-related**
   - ❑ Job analysis (new employee)
   - ❑ Needs or problem analysis (existing employee)

3. From an appropriate **source**
   - ❑ Qualified by credentials
   - ❑ Qualified by knowledge and/or skills
   - ❑ Qualified by performance

4. Of sufficient **duration** (quantity of training)
   - ❑ Hours ➠ How long did it take to learn?
   - ❑ Must be reasonably related to complexity/importance of the topic

5. Where something **relevant** is **learned** (quality of training)
   - ❑ {Participant Feedback}
   - ❑ Proficiency testing/Student evaluation
   - ❑ Improved performance
   - ❑ Agency improvements

6. **Appropriate staff** were attending
   - ❑ Topics related to job tasks and/or performance problems
   - ❑ Attendance documented with roster of names and titles/positions of staff who perform tasks or share problems

When <u>all</u> of the above **6 items are well documented = Defendable Training**

Training Documentation Requirements

I. List other agencies or organizations that require you to keep training documentation.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

II. Exercise: Identifying Your Training Documentation Deficiencies

Next, develop a comprehensive list of your current ***training documentation deficiencies*** based upon defendable training requirements as well as other documentation requirements noted above.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

III. Develop a Memo to Your Supervisor/Administrator

After analyzing your current training documentation system, develop a brief report/memo covering your recommended changes or additions in training documentation for your agency. Be prepared to share your memo with the group!

Correctional Agency

To:

From:

Subject: *Training Documentation*

Documentation Memo (Continued)

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module 18

Implementing Alternative Training Delivery Strategies

IMPLEMENTING ALTERNATIVE TRAINING DELIVERY STRATEGIES

A. Module Objectives

After completing this module, you will be able to:

❶ Define formal training by listing the six elements of defendable training;

❷ Develop a list of alternative training strategies;

❸ Given a training need, develop a cost-effective alternative training strategy solution;

❹ Identify current and new agency activity that can now be formalized and documented as defendable training in your agency; and

❺ Enhance your annual training plan by including alternative training strategies in it.

B. Theme: If it meets all the requirements of "Defendable Training", it's training!

There are a lot of misconceptions about training. Many define training as only taking place in a classroom environment. While classroom based delivery can be effective, it is only *one* means of training delivery. Given a particular learning need, classroom based delivery can sometimes be **an ineffective way of meeting the need**. For example, it is questionable if employees can <u>really</u> learn how to search a cell or evacuate inmates from a housing unit by sitting through classroom instruction.

The key to understanding and using alternative training delivery strategies is to first *free your mind* of pre-conceived notions about training, and then make the assumption that *classroom delivery simply is not available* as an option. Once you do that, you will be surprised what you can develop and deliver as valid training!

C. Cost Effective Alternatives to Classroom-based Delivery for Correctional Agencies (How to Exceed Training Standards at a Low Cost)

1. Executive Summary

This Training Resource Package recommends several cost effective methods of providing valid in-service training for existing staff. Using these suggestions, the following level of defendable in-service training can easily be attained at a very low cost:

a. In-service FTO program:	32 hours/employee/year
b. Shift Overlap Training:	12.5 hours/employee/year
c. Experiential Drill Training:	12 hours/employee/year
d. Shift Scenario Training:	24 hours/employee/year
e. Independent Study Program:	24 hours/employee/year
f. Training at Staff Meetings	12 hours/employee/year
TOTAL ON-THE-JOB TRAINING:	116.5 Hours/Employee/Year

g. Other in-service Training concepts:

Correspondence Course	40 hours each course
Ride along training	8 hours each event
2 classroom sessions/yr.	16 hours
TOTAL "OTHER" IN-SERVICE	64 Hours/Employee/Year

GRAND TOTAL IN-SERVICE TRAINING: 180.5 Hours per year!

If an agency implements just a few of the suggested methods for training discussed in the information that follows, 40 hours of defendable in-service training for each agency employee can be obtained very economically. Virtually all of this training can occur without pulling staff off the job. It simply must be developed, planned, and documented with as much precision and care as formal classroom instruction. If it is well planned and documented, it is defendable employee training! Please use the attached document as a resource guide for the development of in-service training plans.

2. Introduction

The basic problem with training is that we associate training with the classroom setting. This is simply one form of training, and while it may not be the most effective, it is certainly the most expensive. Training occurs anytime a meaningful exchange of job-relevant information takes place. If that exchange is properly documented, it becomes defendable training in case of a failure to train law suit.

For defendable training, the following things must be clearly documented:

- o Objectives: performance objectives (intent) and Lesson Plan (content).
- o Statement of direct relevancy to the job (based upon problem analysis [existing employee] or Job Task Analysis [new employee].)
- o Name of Trainer (with evidence of credentials, expertise, or proficiency).
- o Name of Trainee (with specific job and/or post title).
- o Duration of training: Hours. (How long did it take to learn something?)
- o Effectiveness of Training: Evaluation of Trainee. (Did Trainee learn anything?)

Nowhere in the above definition of training does it require that training take place in the classroom; it does, however, require that learning be part of a formal, documented process.

3. Needs

The training system recommended here will be very cost-effective, but it will require some time and effort to develop specifically for any given agency. Remember, it will still be formal training - it simply will not be occurring in the classroom setting. The following items will be needed to provide this kind of training:

✔ The Administrator will need to designate one person as the agency/facility training coordinator for purposes of planning and scheduling training.

✔ The agency/facility Training Coordinator should receive some formal training as a trainer or training coordinator.

✔ It will take time to develop and produce this kind of training delivery. The agency/facility training Coordinator will probably require some overtime payment or other kinds of rewards.

✔ This system of training delivery will take some new forms and on-going record keeping.

✔ Administrative support needs to be given to this concept. IT IS VERY IMPORTANT THAT ON-THE-JOB TRAINING OR NON-TRADITIONAL DELIVERY ALWAYS BE TAKEN JUST AS SERIOUSLY AND FORMALLY AS CLASSROOM TRAINING!

4. Training Delivery Opportunities

There are countless training delivery opportunities in a correctional setting. The following describes a few that will be included as recommended in this training system:

a. <u>In-service Field Training: "Tune Ups" For Existing Staff</u>

Schedule:	Once per quarter
Duration:	One shift/employee/quarter
Yield:	<u>32 hours/employee/year</u>

The concept of using an FTO for on-the-job training is currently recognized as valid training for new employees. It is also very easy to convert an FTO program into a valid concept for formal training of existing employees:

<u>Think of in-service FTO training as a "tune up" for existing employees</u>. Four times a year (once a quarter), place an existing employee in the FTO phase for a shift. Have your FTO review critical elements of your job task list with the trainee, and re-certify the trainee in certain mandatory or critical tasks. Also, based upon employee appraisals or a needs assessment, the FTO could concentrate on building certain skills that have been lacking. To accomplish this, you will need:

- ✓ A good Job Task check-off list.
- ✓ Administrative input concerning trainee's needs.
- ✓ Performance appraisals or employee assessments that are TASK-BASED.
- ✓ Ability to place FTOs on different shifts.

The FTO program simply concentrates on building skills and enhancing abilities. It is competency based education. The trainee either can or can not do something properly. The evaluation comes when the FTO formally signs off that a given task was properly demonstrated by the trainee to the FTO's satisfaction. All the time that the trainee practices for the skill demonstration counts as training.

Placing existing employees in the In-Service FTO Training phase should yield a total of **32 hours** of valid documented training per employee per year. The cost will be training the FTO's, and the ability to place an FTO on various shifts as required.

b. Shift Overlap Training Delivery Sessions: Capture the Moments

Schedule:	Once a week
Duration:	15 minutes each session
Yield:	12.5 hours/employee/year

The concept of role call training is well established in Law Enforcement, but rarely effectively used in corrections - especially small agencies. However, in most jurisdictions, there is an overlap period between shifts that ranges from 15-30 minutes. Often, employees are arriving early on their own in order to review previous shift activities and special watches, etc. The shift over period lap is an excellent time to provide employees with training although the duration rarely exceeds 15 minutes. This 15 minute block is an excellent time to present topics of short duration or else a longer topic could be broken down into 15 minute segments.

Once a week, schedule a shift over lap training module. Usual topics come from your policy and procedure manual, problems that have been occurring

in the agency, or information from publications concerning standards, litigation, etc. A training officer does not even need to be present if a formal handout is prepared for staff. Ideally, the training officer or Administrator reviews the material with the staff and checks their comprehension of the material by asking questions or having them paraphrase it for evaluation.

The Shift Over Lap Training concentrates on building knowledge or comprehension rather than skills and abilities. It is a valid exchange of relevant information on a reoccurring basis. In this form of training, it is very important to plan the sessions with a written document that covers the 6 essential elements of defendable training. The Training Coordinator will need a to document the learning objectives, job-relevancy of the topic, the trainer, the trainees, the duration, and some assessment of comprehension by the trainees. Currently, this kind of training is probably going on very informally during your shift changes; once a week, formalize it with a written agenda and materials!

Utilizing Shift Over-Lap Training once a week for a 15 minute duration should yield a total of 12.5 hours of valid in-service training per employee per year. The cost will be the time it takes for the Administrator or Training Coordinator to prepare a written handout and complete a form once a week and cover at least two shift over-lap periods.

c. Experiential Training: Practice Drills as Training

Schedule:	Once a month
Duration:	One Hour/Month
Yield:	12 Hours/Employee/year

There are certain critical topics that can be covered in a classroom or through reading policy and procedure, but the proof of the pudding in quite simply in practicing the activity on-site under realistic conditions. That practice is training! The following critical incidents are suggested as very appropriate topics:

TOP PRIORITY:

- Fire Drills
- Suicide Intervention Drills
- Medical Emergency Drills
- Lock Failure/Power Failure Drill

PRIORITY

- Escape Drills
- Hostage Drills
- Bomb Threat Drills
- Natural Disaster Drill (Tornado)
- Mass Arrest Drill
- Inmate Disturbance Drill

Once a month, set up some form of critical incident drill for each shift. During the week before the drill, have staff review the appropriate policy and procedure (which counts as training as well!) and then conduct the drills. Vary the topics, but Fire and Suicide , as the greatest risks in institutions, should be scheduled to be the topics at least once a quarter. Staff should not be warned before each drill, but only be informed that one is due sometime in the near future concerning a given topic. When possible, move actual inmates for fire drills, but use volunteers or other staff as victim/inmates for all the other drills such as suicide, etc. Present your staff with some realistic situations - for example, one set of emergency keys is missing, one staff is off in another part of the building, a lock is jammed, etc. Develop a written drill scenario with the situation, the learning objectives, and then observe and evaluate trainee performance during the drills. It is very important to hold "Post Mortems" to critique behavior and the develop more acceptable procedures during emergencies. It is very important to practice all procedures and to TIME THE DRILLS WITH A STOPWATCH. For example, if it takes more than THREE MINUTES to evacuate inmates from a housing unit to an area of refuge, YOU HAVE GOT BIG PROBLEMS. The answer: PRACTICE - PRACTICE - PRACTICE; the extra benefit - IT'S ALL TRAINING IF IT IS FORMALLY DOCUMENTED! To accomplish this, you will need:

❶ Written Performance Objectives for each Drill.

❷ Written Scenario for each Drill

❸ A form documenting the drill, staff involved, evaluation of staff performance, Stop-watch times for performance, duration of learning experience, and changes recommended in procedures.

❹ It is a good idea to have a fire marshal, medical professional, mental health professional, etc., monitor some of your drills.

❺ Conduct de-briefing/evaluation sessions with staff after drills. (Document)

The Experiential Learning Drills concentrate on skills and response building. There does need to be a basis in knowledge concerning policy and procedure, but this easily be accomplished before drills in the Shift-Overlap Training sessions. The actual learning becomes tested in performance, and the test should be varied so that staff must solve some unanticipated problems in the middle of a routine drills. That's when true learning and skills development will occur. These drills must for formal events, and staff must recognize them as training and take them very seriously. That is why it is very important to use a written scenario as a basis for the drill and to use a stop-watch to add pressure to staff to perform PROMPTLY! It is all training; you should be doing these things routinely anyway, so begin to formalize it and document it as such.

Schedule at least one critical incident practice drill every month for each shift. Stress fire and suicide as the most probable events. The duration of the learning experience of each drill will probably exceed one hour. A conservative estimate of the yield in formal in-service training hours for this kind of critical experiential training is 12 hours per year per employee.

c. Shift Scenario Reviews: Think, Understand, And Learn While Working a Shift

Schedule:	Twice a month
Duration:	One hour per event
Yield:	24 hours/employee/year

There is nothing wrong with handing out informational sheets, hypothetical situation summaries, incident fact sheets, or other job relevant information at the start of a shift, and asking the staff on duty to read and discuss the information or situations during the course of the shift. These fact sheets, situational sheets, or scenarios need to be backed up by written learning objectives as part of the Shift Scenario lesson plan, and some form of evaluation or testing for comprehension needs to occur at the end of the shift to formalize this learning experience as training. In this instance, persons working together on the shift will be discussing the information with each other during spare moments, and will in essence be training themselves concerning the given topics.

A good example of Shift Scenario Training would be to hand out a fact sheet concerning an escape from custody by an offender in another agency or the use of force on an offender. Next, hand out a copy of your agency's policy and procedure on security and control, counts, etc., and have staff answer a series of BRIEF QUESTIONS at the bottom of the sheet by the end of the shift. Countless scenarios can be developed based on problems that are occurring in other agencies. If you ever go dry on topics, look in any of the publications that report litigation results or cases. The subjects are limitless!

Twice a month, declare a Shift Scenario Training day. Prepare for this with written learning objectives, and good documenting form, and handouts for the trainee/shift workers. It would be advisable to develop an annual lesson plan for Shift Scenario Training which shows each of these topics or individual scenarios as a module of the overall plan. You will need to prepare:

✔ An overall lesson plan concerning Shift Scenario Training including, for example, 24 planned modules.

✔ Learning objectives for each individual module.

✔ Handouts for each shift (Fact sheets, Scenarios, Agency Policy and Procedure etc.).

✔ Simple questions that staff must answer in writing to assess trainee comprehension.

Shift Scenario Training is appropriate as a training method to increase knowledge and comprehension of a wide variety of given topics in the agency. It is not designed for skills building or increasing abilities: that is more appropriately done through the FTO program and the experiential drills. Appropriate follow up must be provided in response to a trainee's written answers to the scenario question. Once the answers are evaluated, further training which may be either knowledge-based or experientially-based may be indicated. Develop and use a good documenting form that covers all 6 items required for defendable training!

Use of Shift Scenario Training twice a month for each shift would conservatively yield 2 hours/month of valid training. This means a total yield per employee of 24 hours per year of documented in-service training.

e. Staff Independent Studies Programs: Let Them Train Themselves

Schedule:	Once a month (or as needed)
Duration:	2 hours
Yield:	24 hours/employee/year

This is a good methodology to use for staff who have been missing training sessions or ducking the alternative training suggested in this document. It also is a good training device to use with staff who are potential supervisors. If the Administrator needs to know something, assign your staff to research the topic and make recommendations. That, in fact, becomes training as they educate themselves by calling other agencies, calling NIC, going to the library, etc., in order to discover what should be done in your agency.

For example, if one staff member is assigned the responsibility of designing the FIRE DRILLS, that person will readily educate himself by obtaining information from the Fire Marshal, NFPA, ACA, DOC, NIC, etc. Perhaps you want to know how to upgrade your program of special diets. Assign a staff member an independent study project to identify the state of the art and make recommendations. The subjects are countless and directly job-relevant.

Special care must be taken to write learning objectives for each Independent Study Module, and the duration of learning will vary based upon the actual time required to research a topic. The real benefit is that someone on your staff will become the expert on that topic, and can then make a training presentation at the next staff meeting to give your organization even more training hours.

Once a month assign an independent study topic to one or two staff members with a deadline to respond with a written report. Not all staff can get involved, and not all staff have the interest or motivation to research information for you. The key is not to "dream up" topics but to request information that you really need to find out in order to set policy, assess and solve problems, or improve the organization. If you give these staff a WRITTEN ASSIGNMENT, chances are you have already defined the learning objectives in that memo. Always give them a written assignment and use that as the device to begin the documentation of the training. Save their written response as part of the evaluation that they actually learning something!

The Independent Study Program will generally concentrate on increase in knowledge, but there is also a distinct possibility that some staff will go beyond information and knowledge, and proceed with actually developing skills and abilities concerning a given topic. For example, the fire marshal may in fact experientially train one staff member in fire drills (as the Fire Marshal's equivalent of an FTO session) when that staff person researches fire prevention issues. The real value is that not only does a staff member train himself, but he provides both the Administrator and the Organization with information of useful and direct value!

Use of an Independent Study Program with selective employees once a month should yield at minimum 2 hours of training experience (and

probably considerably more!). This means a potential for an additional 24 hours of in-service training per employee per year.

f. Training Presentation During Staff Meetings

Schedule:	Once a month
Duration:	One hour per staff meeting devoted to training
Yield:	12 hours/year/employee

If you are not holding regular staff meetings, you probably should. This is an excellent time to make sure people problems are solved, and shifts run consistently. It is also a good time to present new material to your staff and to make sure they comprehend it. That, of course, is training! Not all parts of a staff meeting can count as training, but the parts that are covered by learning objectives or a lesson plan, and where some form of trainee evaluation is documented are most certainly valid training.

In most instances, the Administrator or certain staff who have researched topics or developed expertise are appropriate in general custody or administrative topics. However, staff meetings are also an excellent time to bring in outside experts to make brief presentations concerning various topics. Since you will only be asking someone for about one hour's presentation, maybe you can get an expert for free. (If you had asked for a formal 8 hour training session, that same expert will certainly charge you!) By asking in small amounts, you may get a great deal of free expert training. If you hold regular 2 hour staff meetings, it would seem reasonable to schedule one hour of that time as the training component.

Schedule one staff meeting every month. Then either assign staff to develop the one hour training component for that meeting (as an Independent Study Project) or identify the topic yourself. Make sure there are written learning objectives developed before the staff meeting, and that someone is assigned to take good notes during the training component. Those notes become good documentation! Develop a quick and easy way to test staff comprehension of these staff meeting training topics.

Generally, these sessions will be used to increase knowledge or awareness

in staff. They can also be used to change staff attitudes in a formal setting. These sessions are basically mini-classroom sessions but are much cheaper to produce, and are of such short duration that there is usually no problem with staff losing concentration or lack of attention.

It is recommended that you schedule one staff meeting each month. Each staff meeting will probably last about 2 hours, and one of those hours should be scheduled as the staff training component. One training hour per month would yield 12 hours per year per employee of valid in-service training.

g. Other In-service Training Methodologies

Use of any of the available Correspondence Courses such as ACA, NSA, NIC, etc. These will usually yield at least 40 hours of formal training at a very low cost, and they can also be used as refresher training for staff who took them previously.

"Ride Alongs" with other Community, County, or State experts such as the Fire Marshal, Health Inspector, Building Inspector, etc. Ask if one of your staff could accompany these persons as they conduct inspections in other County buildings or facilities. Have the Fire Marshal, etc., write you a letter documenting what the trainee was shown. If your staff spends four hours with these experts learning Codes, inspections, and techniques, that is four hours of valid employee training if it can be related to the correctional environment concerning Fire Safety, Sanitation, Hygiene, Food Service, etc.

Form a training consortium with a nearby agency or region. Share training resources and programs. While you have been busy developing some on-the-job components, a nearby agency may have stressed a different approach. Get together regularly as discuss training methods and training needs. It you do it right, that also counts as training!

As a last resort, attend classroom training sessions.

5. Summary

This Training Resource Package has recommended several cost effective methods of providing valid in-service training for existing staff. Using the suggestions, the following volume of defendable in-service training can easily be attained at a very low cost:

a. In-service FTO program:	32 hours/employee/year
b. Shift Overlap Training:	12.5 hours/employee/year
c. Experiential Drill Training:	12 hours/employee/year
d. Shift Scenario Training:	24 hours/employee/year
e. Independent Study Program:	24 hours/employee/year
f. Training Presentation at Staff Meetings	12 hours/employee/year
TOTAL ON-THE-JOB TRAINING:	116.5 Hours/Employee/Year

g. Other in-service Training concepts:

Correspondence Course	40 hours each course
Ride along training	8 hours each event
2 classroom sessions/yr.	16 hours
TOTAL "OTHER" IN-SERVICE	64 Hours/Employee/Year

GRAND TOTAL IN-SERVICE TRAINING: 180.5 Hours per year!

In other words, if a jurisdiction follows this prescribed training plan for in-service training, all know standards for training will be greatly exceeded at a very low cost. If just half of the suggestions are implemented, or if the frequency of events is reduced by 1/2, approximately 90 hours of in-service training will be provided to each employee with most of that being on-the job! Following that logic, if the frequency of events were reduced by 1/4, which means conducting Experiential Training Drills once a quarter, holding staff meetings once a quarter, holding Shift Overlap Training once a month, and holding Shift Scenario Training every other month, combined with use of independent studies, correspondence courses, and a few formal classroom sessions, the ACA standard of 40 hours of in-service training for custody employees can easily be met at a low cost.

Training Event Record

Staff Member: _____

Date(s): _____

Training Topic: _____

Instructor (attach credentials): _____

Hours of Training: _____

Learning Objective(s) - What did you want to accomplish with this training?: _____

_____

_____

Job Relevancy (How was this training related to the participants job?): _____

_____

_____

Method of Instruction (How was the training conducted?):

_____

_____ Classroom
_____ On The Job
_____ Conference
_____ Drill
_____ Scenario
_____ Video
_____ Self / Independent Study
_____ Correspondence Course
_____ Shift Overlap
_____ Staff Meetings
_____ Ride Along
_____ Other (state above)

Content: (Attach materials used - i.e. policy, lesson plan, articles, scenarios, checklists, handouts, etc.)

Evaluation Method: (Attach tests, oral question reports, checklists, etc.)

Participants:	Title/Position:

D. Alternative Training Strategies Exercises

1. Exercise One

What kinds activities do you now do that you could *document* as formal training?

2. Exercise Two

What kinds of alternative training strategies can you now *begin* to start using at your agency?

"I increased training hours, increased effectiveness, and cut training costs by implementing alternative delivery to classroom-based training as part of my annual training plan."

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ACADEMY DIVISION

Module 19

Training Evaluation Strategies

TRAINING EVALUATION STRATEGIES

A. Module Objectives

After completing this module, you will be able to:

❶ Apply the *dynamic training model* to training evaluation;

❷ Identify if a problem/need can be addressed through training;

❸ Identify specific training evaluation techniques for "domain of learning" needs and levels of performance objectives;

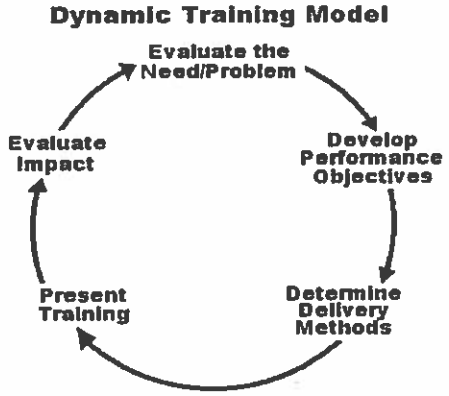
❹ Extend evaluation beyond the learning environment to the work-site for addressing agency problems;

❺ Given an operational problem, design a comprehensive training approach to impact the problem; and

❻ Develop an evaluation strategy to measure immediate, intermediate, and ultimate impact of the training approach on the identified problem.

B. The Dynamic Training Model

Training as an on-going problem-solving process



C. Evaluation

Evaluation should be linked to the **goal of the training**: exactly what was the problem identified that the training was to address?

The key to good evaluation of training is to include an assessment of performance beyond the instructional environment to include behavior on the job and resulting agency benefit.

Remember: While the primary goal of training is to solve problems on the job, training can only correct by providing staff with *KNOWLEDGE & SKILLS.*

Training can not necessarily:

- ✔ solve personnel problems;
- ✔ make up for lack of Policy & Procedure;
- ✔ make up for lack of direction; or
- ✔ make up for lack of supervision;

unless these problems are at least partially the result of a lack of **knowledge** and/or **skills**.

D. Extending Evaluation Beyond The Learning Environment

① Immediate Impact:

- ✓ What participants know or can do at the end of training?
- ✓ When Measure (immediately at end of training)?

② Intermediate Impact:

- ✓ Did participants apply new knowledge or skills on the job?
- ✓ When Measure (at 4-6 months)?

③ Ultimate Impact:

- ✓ What impact on the overall operation of the agency as a result?
- ✓ When Measure (at 12-18 months)?

E. Training Evaluation Methods

Training evaluation should be related to performance objectives and domains of learning. Cognitive learning requires cognitive evaluation techniques. Psychomotor learning objective requires psychomotor evaluation methods. Please suggest a few evaluation methods for each domain.

1. Immediate Impact evaluation methods: ***Cognitive learning***

_____ _____
_____ _____
_____ _____
_____ _____

2. Immediate Impact evaluation methods: ***Psychomotor learning***

_____ _____
_____ _____
_____ _____
_____ _____

3. Immediate Impact evaluation methods: ***Affective learning***

4. Intermediate Impact evaluation methods: ***Behavior on-the-job***

5. Ultimate Impact evaluation methods: ***Agency Benefit***

F. Small Group Assignment

1. Given one of the following problems, how will you identify if it is a training problem? What information will you need and how will you investigate?

2. Next, assume it is a training problem; please design a comprehensive training approach to solve it. What are the training objectives? What are the training methods? What is the training cost?

3. Finally, how will you evaluate the training and measure the
   - ❒ immediate impact of training? (At end of training)
   - ❒ intermediate impact of training? (Behavior change on the job)
   - ❒ ultimate impact of training? (Resulting Agency benefit)

4. Please develop a presentation and select your group's presenter.

5. Agency operational problems:

☹ Problem #1: Contraband in the Facility

☹ Problem #2: Errors in Report Writing/Logs, etc.

☹ Problem #3: Increased Inmate Grievances

☹ Problem #4: Housing Units are Dirty

G. Summary

Evaluating the participants' achievement of objectives is essential to the trainer's strategy.

Trainers always need to have some strategies in mind for determining the extent to which participants have gathered, assimilated, and will actually use the information, ideas, and skills presented in the training while working on-the job.

If it is not being used on the job
and
Not having a positive impact on the agency
then

WHY DO THE TRAINING?

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Module 20

Annual Training Plan Exercise

ANNUAL TRAINING PLAN EXERCISE

A. Module Objectives

After completing this module, you will be able to:

❶ List all the job classes that need to be addressed in your annual training plan;

❷ Set and defend target annual training hours for job classes; and

❸ Use the annual training plan control sheet to map out a specific training plan for an assigned job class that yields the targeted hours and emphasizes cost-effective alternative training strategies.

B. Number of Job Classes

Instructions: In your group, brainstorm a list of all the job classes in the agency/facility that need to be addressed in the annual training plan.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

C. Target Annual Hourly Requirement

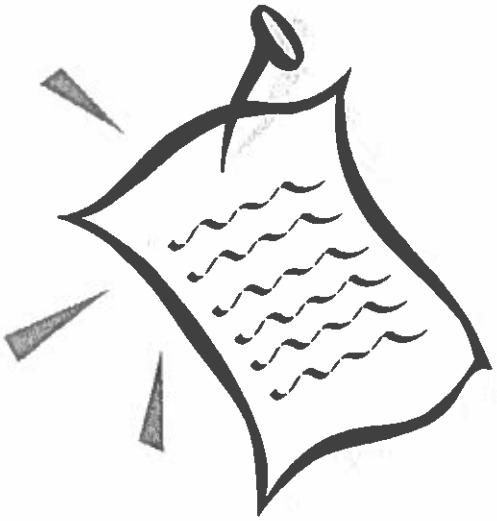
Instructions: In your group, list annual hourly training goals for your assigned job class(es). Make sure you cover both new and existing employees, and can defend the hours you have selected.

Job Class: _____
Annual hours: New Employee: ___
Existing Employee: ___

Job Class: _____
Annual hours: New Employee: ___
Existing Employee: ___

D. Use of Training Plan Control Sheet

Instructions: Using the training control sheet, map out a training plan for your assigned job class that will yield the number hour target hours you have identified. Make sure you emphasize alternative training methods and cost efficiency whenever possible. Your training activities should be realistic and if you use any outside events/sessions, they must actually exist and be reasonable options.



E. Drafting Next Year's Annual Training Plan

For the rest of today, your agency team has the opportunity to work on drafting next year's annual training plan. Use all the resources you have been provided this week as well as your colleagues. Some items you may not be able to complete until you return home, but you can target several operational problems this afternoon.

Below is the suggested format, from Module 14, for an annual training plan. Feel free to use it if you choose. You can also use the Training Plan Worksheets as a planning tool. Please emphasize cost-effective alternative training delivery methods where possible!

F. Suggested Plan Elements:

1. 2003 Training goals

2. Summary of 2002 needs/problems

3. List of Topics to be Addressed in 2003

4. For Each topic (Draft on Plan Worksheets)

a. Job Relevancy
b. Objectives
c. Delivery method/Strategy
d. Trainer
e. Projected Schedule/Dates and times
f. Duration (Hours)
g. (True) Costs
h. Other Resources (equipt, etc)
i. Evaluation Method
j. Documentation

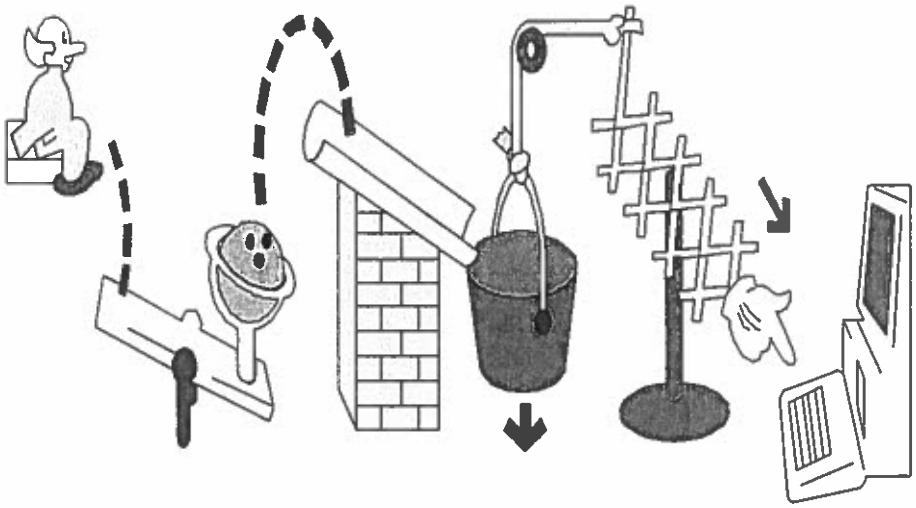
5. Proposed Master Schedule.

6. Total Budget.

7. Include Plan for Evaluating Impact of this Annual Training Plan.

Make sure it:

- ➤ Covers Basic Training (New Employee) + and In-Service Training (Existing Employee).
- ➤ Covers All Job Classes.



NATIONAL INSTITUTE OF CORRECTIONS

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Module 21

Agency Training Assessment and Planning

AGENCY TRAINING ASSESSMENT & PLANNING

A. Module Objectives

After completing this module, you will be able to:

❶ Assess the current status of your agency's training system by using the Agency Training Checklist; and

❷ Write an action plan, including a "jump start strategy", for the enhancement of your agency's training system.

B. Introduction

Theme: Good things don't happen by accident; you have to make them happen.

☞ You need a **plan**

and

☞ You need to take **action**

☞ Thus: You need an **action plan**

C. Action Planning

How to turn thought into action and turn ideas into concrete plans.

To bring about change and solve problems, you need to:

✔ Think in discrete steps,

✔ Plan ahead,

✔ Have a strategy, and

✔ Commit to it in writing.

Example: How to develop and produce this workshop.
How to obtain more staff for the agency
How to upgrade sanitation in the facility
How to enhance training in the agency

D. Seven Step Process

Action Planning includes a 7 step problem-solving process:

❶ Identify problem or deficiency
❷ Analyze problem or deficiency
❸ Identify possible solutions
❹ Analyze possible solutions and select one that seems the most appropriate given the reality of the environment
❺ Write an action plan (step by step strategy)
❻ Implement the action plan
❼ Measure results

E. Action Plan Format

❒ ID step by step plan for addressing the problem and achieving the solution

✘ Write goal
✘ ID all tasks required for meeting goal
✘ ID resources required
✘ Assign responsibility for each task
✘ Assign deadlines

❒ Write it as a formal plan

❒ Hints:

* Make sure you start at the very beginning.
* Don't leave out steps or assume someone would know to do it.
* Be precise — write it so anyone could pick it up and complete it.
* Be comprehensive - include what you think will really help you achieve the goal.

F. The First Step: Identify Your Problems & Targets

The Comprehensive Agency Training Checklist:

1. Training Policy & Procedure

- ☐ Format acceptable ___ yes ___ no
- ☐ Content meets standards ___ yes ___ no
- ☐ Clearly defines issues around agency training ___ yes ___ no
- ☐ Annual review/regularly updated ___ yes ___ no
- ☐ Reviewed and approved by administrator in writing ___ yes ___ no
- ☐ Other needs: _____

Priority needs/recommendations: _____
_____
_____
_____

2. Annual Agency Training Plan (see comprehensive list in this manual)

- ☐ Developed new each year ___ yes ___ no
- ☐ Addresses all job classes ___ yes ___ no
- ☐ Addresses new and existing employees ___ yes ___ no
- ☐ Job Analysis-based for new employees ___ yes ___ no
- ☐ Problem-based for existing employees ___ yes ___ no
- ☐ Yields minimum-required hours for each job-class ___ yes ___ no
- ☐ Other needs: _____

Priority needs/recommendations: _____
_____
_____
_____

3. Training Coordinator Position

- ☐ Based upon formal job description ___ yes ___ no
- ☐ Incumbent has been officially designated by admin. ___ yes ___ no
- ☐ Incumbent has been formally trained in training coordinator duties and tasks ___ yes ___ no
- ☐ Other needs: _____

Priority needs/recommendations: _____

_____

_____

_____

4. Job analysis for new employee training topics

- ☐ Identifies and defines all tasks ___ yes ___ no
- ☐ Reduces gross tasks to core tasks (Frequent/Critical) ___ yes ___ no
- ☐ Analyzes core tasks by domains of learning ___ yes ___ no
- ☐ Identifies cognitive core topics & psychomotor core topics ___ yes ___ no
- ☐ Addresses more than just basic entry level job class ___ yes ___ no
- ☐ Other needs: _____

Priority needs/recommendations: _____

_____

_____

_____

5. Problem analysis conducted annually for existing employee training topics

- ☐ Covers all job classes ___ yes ___ no
- ☐ Conducted new each year ___ yes ___ no
- ☐ Clearly identifies problem performance areas ___ yes ___ no
- ☐ Yields cognitive versus psychomotor needs/topics ___ yes ___ no
- ☐ Yields individualized training strategies ___ yes ___ no
- ☐ Other: _____

Priority needs/recommendations: _____

_____

_____

_____

6. Training delivery
   - ☐ De-Emphasizes lecture
   - ☐ Utilizes participant-centered learning exercises
   - ☐ Based upon lesson plans or functional equivalent
   - ☐ Reviewed and approved by administration in writing

   ☐ Other needs: _____

   Priority needs/recommendations: _____

   _____

   _____

   _____

7. Performance Objectives are written for all training activities, and include immediate, intermediate, and ultimate impact
   - ☐ Objectives include more than just simple cognitive objectives ___ yes ___ no
   - ☐ Objectives include behavioral changes on the job and Agency impact ___ yes ___ no
   - ☐ Agency trainers are trained in developing immediate, intermediate, & ultimate Impact performance objectives ___ yes ___ no
   - ☐ Other needs: _____

   Priority needs/recommendations: _____

   _____

   _____

   _____

8. Training strategies include defendable alternatives to classroom-based training
   - ☐ FTO for veteran employees ___ yes ___ no
   - ☐ Shift Overlap Training ___ yes ___ no

- ☐ Experiential Drill training ___ yes ___ no
- ☐ Shift Scenario training ___ yes ___ no
- ☐ Independent Study Program ___ yes ___ no
- ☐ Training Presentation at Staff Meetings ___ yes ___ no
- ☐ Correspondence Courses (NSA, ACA) ___ yes ___ no
- ☐ Video Tapes (AJA, AIMS, LETN, LA Media, etc.) ___ yes ___ no
- ☐ Bulletins (AJA JOBS, AELE, etc.) ___ yes ___ no
- ☐ Other ideas: _____

Priority needs/recommendations: _____

_____

_____

_____

9. FTO program has all needed components
   - ☐ Based upon a job analysis ___ yes ___ no
   - ☐ Comprehensive task checklist manual (with step by step instructions) ___ yes ___ no
   - ☐ Observation reports ___ yes ___ no
   - ☐ Proficiency-based testing ___ yes ___ no
   - ☐ FTO program manager ___ yes ___ no
   - ☐ Trained FTOs ___ yes ___ no
   - ☐ FTOs are evaluated ___ yes ___ no
   - ☐ Systematic FTO teaching process ___ yes ___ no
   - ☐ Good documentation system ___ yes ___ no
   - ☐ Other needs: _____

Priority needs/recommendations: _____

_____

_____

10. Training Documentation

- ☐ All 6 elements of defendable training are documented for each training event/activity ___ yes ___ no
  - ✔ Specific objectives & content ___ yes ___ no
  - ✔ Relevancy to the job ___ yes ___ no
  - ✔ Trainer w/qualifications ___ yes ___ no
  - ✔ Trainee (with job title/post) ___ yes ___ no
  - ✔ Duration/Quantity (hours) ___ yes ___ no
  - ✔ Quality (individual participant evaluation) ___ yes ___ no
- ☐ Training records are well organized and current ___ yes ___ no
- ☐ Training records are conveniently located ___ yes ___ no
- ☐ Persons not meeting minimum hours are easily identified___ yes ___ no
- ☐ Training activity/accomplishments are routinely reported at least quarterly ___ yes ___ no
- ☐ Other needs: _____

Priority needs/recommendations: _____
_____
_____
_____

11. Training impact evaluation

- ☐ Trainee evaluation is by individual and includes follow up ___ yes ___ no
- ☐ Includes ***immediate impact*** assessment (at end of training/new level of skills/knowledge plus plans to apply on the job) ___ yes ___ no
- ☐ Includes ***intermediate impact*** assessment (individual behavioral change at 4-6 months?) ___ yes ___ no
- ☐ Includes ***ultimate impact*** assessment (benefits to agency at 12-18 months?) ___ yes ___ no

Priority needs/recommendations: _____
_____
_____
_____

12. Other Training issues: _____

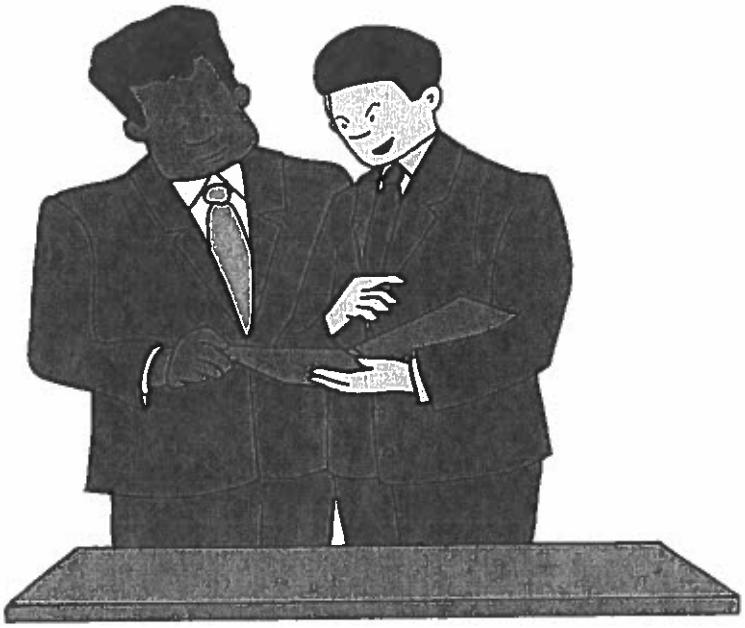
Priority needs/recommendations: _____

_____

_____

_____

_____



EXAMPLE OF USE OF ACTION PLAN FORMAT

Problem: Staff not filling out **reports/forms** completely and accurately.

Goal: To increase acceptance rate on reports/forms to 95% in a 30 day measurement period.

Step by Step action plan to achieve your goal.

Action Step (Tasks)	Person Responsible	Resources Required	Completion Date (Deadline)
1. Collect all forms and reports for last 30 days	Jail Receptionist	None	August 30, 2000
2. Review and assess forms/reports for completeness and accuracy	Jail Administrator	None	August 31, 2000
3. Make copies of completed forms for each shift	Jail Receptionist	Photocopier	September 1, 2000
4. Direct each shift to review and critique each	Shift Supervisors	copies of forms	September 2, 2000
5. Collect reviews and ID problems	Jail Administrator		September 8, 2000
6. Schedule all staff meeting	Jail Adm/Jail Recept.	Notice/Shift schedule	September 8, 2000
7. Schedule Meeting Room in Courthouse	Jail Receptionist	(Clerk's Office)	September 9, 2000
8. Conduct all staff meeting to report findings and deficiencies	Jail Adm	Meeting room	September 13, 2000
9. Schedule individual meetings with specific staff	Jail Adm/Recept.		September 16, 2000
10. Hold individual coaching sessions w/staff	Jail Adm	Actual forms/rpts.	September 17-21, '00

11. Meet with training officer to schedule training	Jail Adm.		September 22, 2000
12. Schedule "Forms/Reports" all staff training	Training Officer	Room, Trainer, Overtime approval	September 23, 2000
13. Conduct "Forms/Reports" Workshop	Trainer	Lesson plans, room, Handouts, OH, Flip Charts, Refreshments	September 28, 2000
14. Meet with each shift: "Report Writing" contest	Jail Adm/Supvsrs		September 30, 2000
15. Review Reports Daily	Supervisors		Oct. 1 - Nov. 1 '00
16. Collect all forms/reports from last 30 days	Jail Receptionist		Nov. 2, 2000
17. Review and score reports	Supervisors Group	Room, copies of all reports	Nov. 4, 2000
18. Write report to staff	Jail Administrator		Nov. 5, 2000
19. Schedule all staff meeting	Jail receptionist	(Clerk's Office)	Nov. 8, 2000
20. Conduct all staff meeting to review findings and make awards to staff	Jail Administrator	Meeting Room awards, refreshments	Nov. 15, 2000
21. Monitor quality of reports/forms	Shift Supervisors		On-going
22. Audit sample of forms/reports	Jail Administrator		Quarterly

ACTION PLAN

1. List at least **three needs or problems** that you have identified.

2.Select your **top priority** need or problem from above, identify a goal to address it, and a develop a step by step action plan to achieve your goal.

Problem/Need: _____

Goal: _____

3. Action steps needed to achieve goal:

Activity	Person Responsible	Resources Needed	Completion Date

4.Select your **2nd priority** need or problem from above, identify a goal to address it, and a develop a step by step action plan to achieve your goal.

Problem/Need: _____

Goal: _____

5. Action steps needed to achieve goal:

Activity	Person Responsible	Resources Needed	Completion Date

6.Select your **3rd priority** need or problem from above, identify a goal to address it, and a develop a step by step action plan to achieve your goal.

Problem/Need: _____

Goal: _____

7. Action steps needed to achieve goal:

Activity	Person Responsible	Resources Needed	Completion Date

TRAINING FOR AGENCY TRAINING COORDINATORS

THE 30 DAY JUMP START PLAN

Every important journey must start with those first few important steps. To assure that change occurs, you need to map out a 30 day "jump start" plan. What critical things need to be accomplished to start and keep momentum going?

Activity	Person Responsible	Resources Needed	Completion Date