Learning and Performance

*Realigning Training
to Achieve
Agency Goals*

PARTICIPANT GUIDE

**Satellite and
Internet
Broadcast**

March 19, 2014

Program 14A9002

NIC
National Institute of Corrections

NATIONAL INSTITUTE OF CORRECTIONS MISSION

The National Institute of Corrections is a center of learning, innovation and leadership that shapes and advances effective correctional practice and public policy.

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.

TABLE OF CONTENTS

National Institute of Corrections

Contact Information www.nicic.gov

Washington DC

320 First Street NW
Washington, DC 20534
Telephone: 202-307-3106
Toll-free: 800-995-6423
Fax: 202-307-3361

Robert M. Brown, Jr., Acting
Director, Deputy Director

Mike Jackson
Acting Chief, Jails Division

Christopher A. Innes, Ph.D., Chief
Research and Information Services

Belinda P. Watson, Chief
Prisons Division

Jim Cosby, Chief
Community Services Division

Bernie Iszler
Acting Chief, NIC Academy Division

Aurora, CO

National Corrections Academy
NIC Academy Division
11900 E. Cornell Avenue, Unit C
Aurora, CO 80014

Telephone: 303-338-6500
Toll-free: 800-995-6429
Fax: 303-338-6601

NIC Information Center
11900 E. Cornell Avenue, Unit C
Aurora, CO 80014

Telephone: 303-365-4424
Toll-free: 800-877-1461
Fax: 303-338-6635
Help Desk: www.nicic.gov/HelpDesk
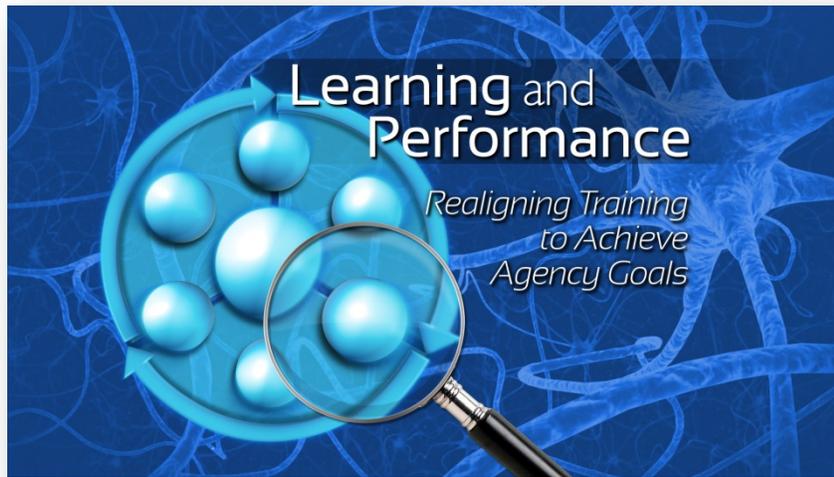
Program Contact Information

Prior To Broadcast Day

1-800-995-6429, Follow prompts for "Academy Division"

On Broadcast Day – March 19, 2014

9am-12pm Pacific Time, 12pm – 3pm Eastern Time

See the live telecast at http://nicic.gov/ViewBroadcast

Join the simultaneous online live chat discussion during the program at http://nicic.gov/LiveChat

Participate in the Live On-Air Discussion via:

Phone: 1-800-278-4315   FAX: 509-443-7714   Email: nic@ksps.org

Continuing Education Units

CEUs are available through Eastern Washington University.

1. Site Coordinator should print out the EWU registration form, program evaluation form and participant sign-in /sign-out sheet.

 (Forms are on the last pages of this Participant Guide.)

2. Participants sign-in, complete the CEU registration form, take part in teleconference, fill out the evaluation and sign out. Submission of sign-in /sign-out sheet is required by IAECT which approves CEUs.

3. At conclusion of the program, the site coordinator should mail all forms and a fee of $22.00 payable to EWU for each participant who desires CEUs.

Mail Forms to:

Barbara Papke, Continuing Education
Eastern Washington University
300 Senior Hall
Cheney, WA 99004-2442
Phone: 509-359-6143

NOTE: *Coordinators should only send in forms if there are participants who are applying for CEUs.*

4. Once EWU receives and processes the registration forms, each participant will receive via mail a CEU form which details course information and each participant's information.

Program Objectives

- Recognize the importance of linking training to agency outcomes.

- Identify three building blocks for creating a learning organization.

- Explore ways to realign organizations to support the link between training and agency outcomes.

Program Schedule – March 19, 2014

On-Air via Satellite and Internet, 9 am -12 pm Pacific, 12 pm-3 pm Eastern

15 minute break at halfway point

Optional 4th hour discussion on-site after program
(Questions included in guide.)
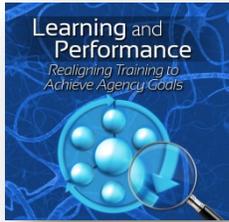
Presenter Bios

Amanda Hall is a Correctional Program Specialist for the National Institute of Corrections' Academy Division. Hall came to NIC from the Indiana Department of Correction where she was the Director of Case Management for Adult Institutions. As a professional who has worked in both juvenile and adult corrections, Hall's field experience includes programs, case management, training and parole.

Bernie Iszler is a Correctional Program Specialist with the Academy Division of the National Institute of Corrections. Iszler's projects include the Regional Training Initiative, Learning and Performance Initiative and the development of Core Correctional Interventions, an individual offender intervention program to be completed in 2014.

Ted Kinsler is the Training and Staff Development Manager for the Greenville County Department of Public Safety Detention Center in South Carolina. During his 20+ years of experience in jail operations and training, Kinsler has been committed to developing staff into effective leaders while encouraging individuals to create a successful vision of their own.

David Nelson is the Reentry Training Manager for the Missouri Department of Corrections. The focus of Nelson's work includes motivational interviewing and the effective implementation of evidence based practices in elevating staff performance. Nelson presents on criminal justice topics at several Missouri college campuses.

Segment 1:
Core Idea of a Learning Organization

Objective
- ✓ Explore the core idea of a learning organization and the potential implications for corrections
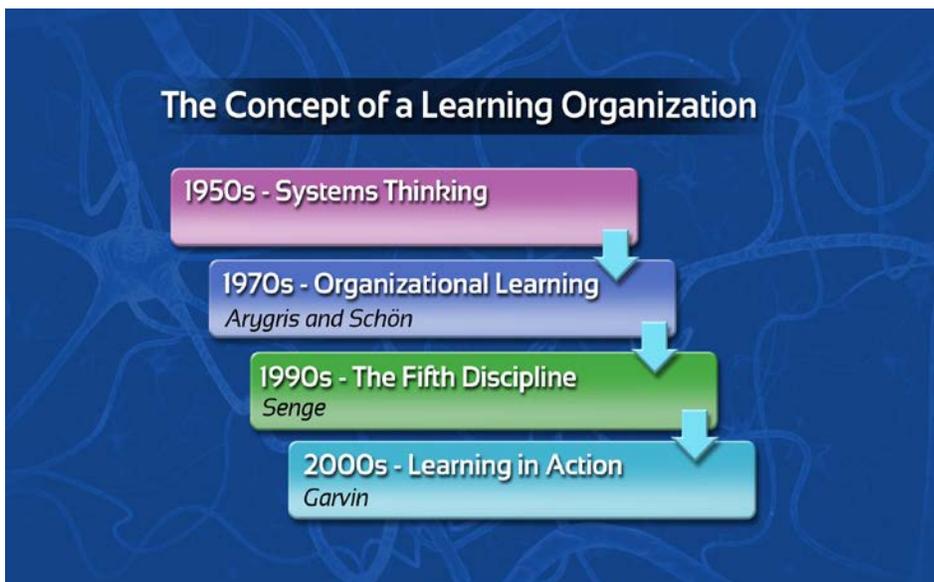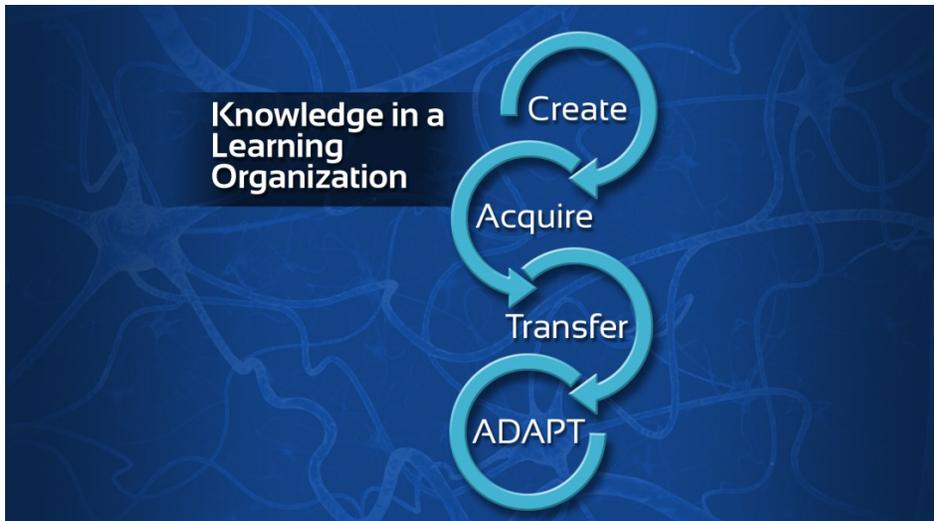
Learning Organization - Shift in Organizational Structure
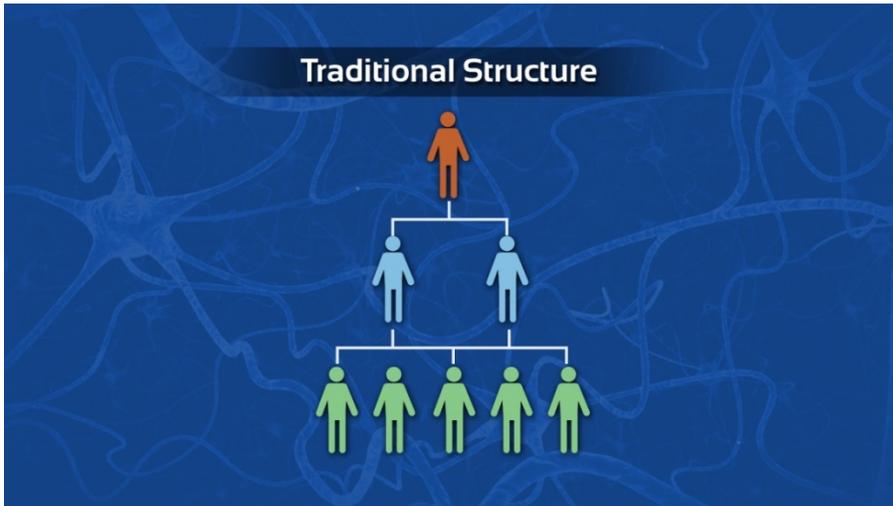
Graphics used with permission, © David Armano www.davidarmano.com

Additional Information

From Research to Application: The Case for Learning and Performance
This NIC training program focuses on specific strategies for transforming training departments into centers of learning and performance that directly impact employee on-the job performance. 4 DVDs, Facilitator Manual, Participant Guide, PowerPoint Slides, 233 minutes.
http://nicic.gov/Library/026893

Forbes magazine post- "5 Keys to Building a Learning Organization"
http://www.forbes.com/sites/joshbersin/2012/01/18/5-keys-to-building-a-learning-organization/

Segment 2:
Environment and Culture that Supports Learning

Objective
- ✓ Examine the importance of agency culture on the learning organization

Learning Organization Building Blocks
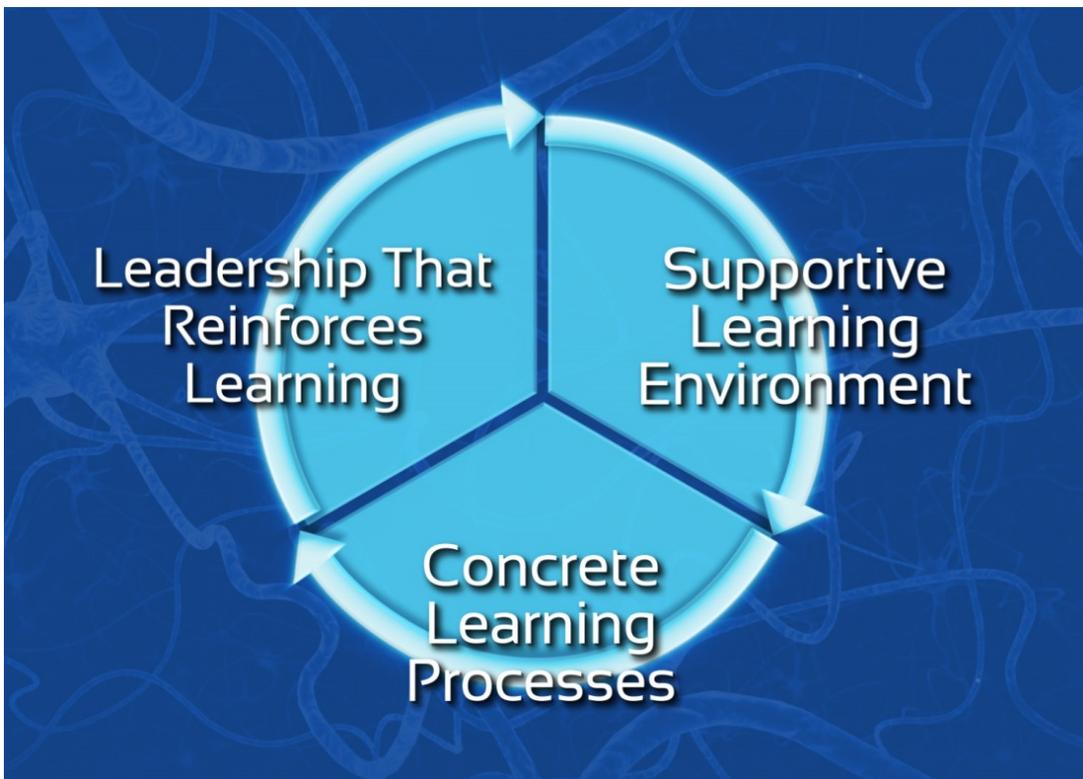
Successful Learning Organization - Building Block 1

Levels of Learning and Development
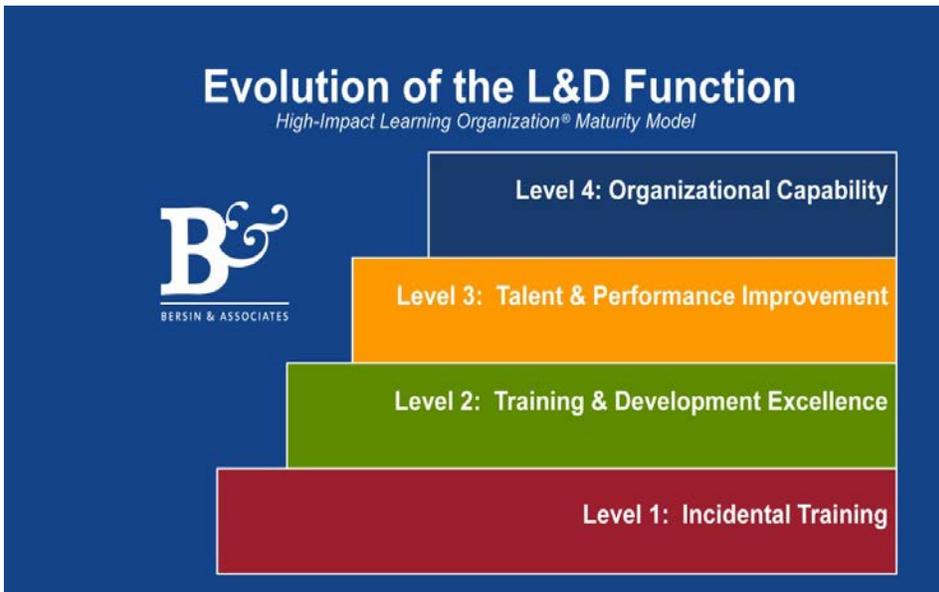
Graphic used with permission, © 2012 Bersin and Associates

Typical Organization Structure

Learning Organization Structure
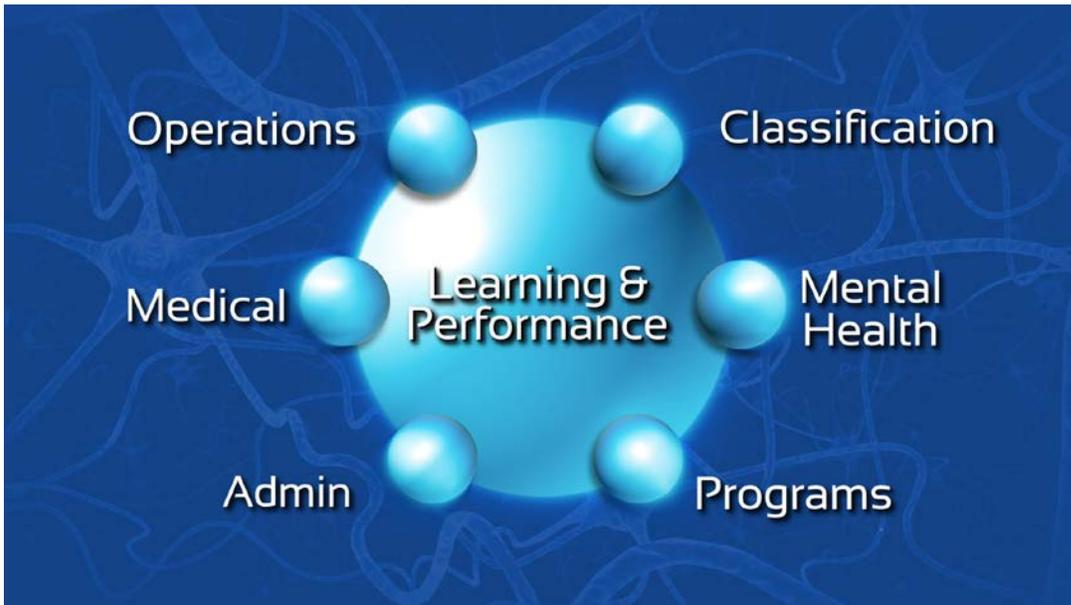
Creating a Learning Organization

**"You've got to be careful if you don't know where you're going
'cause you might not get there."**

Yogi Berra

Additional Information

Blog on Society for Organizational Learning
http://www.solonline.org/?page=Abt_OrgLearning

Senge, Peter, "The Dance of Change: The challenges to sustaining momentum in a learning organization". Link to information.
http://www.amazon.com/exec/obidos/ASIN/0385493223/thesocietyfororg)

Web page with links to several blogs written by staff at Bersin and Associates, including "Learning on the Leading Edge" and "The Business of Talent"
http://www.bersin.com/Blog/BlogList.aspx

Link for an article "Seven Steps to Building a High-Impact Learning Culture"
http://www.oracle.com/us/c-central/chro-solutions/june-2013-chro-deck4-1961622.pdf

Segment 3:
Formalized Learning Processes
Outside of Traditional Training

Objective
✓ Discuss the impact of formalized learning processes on the organization.

Successful Learning Organization - Building Block 2
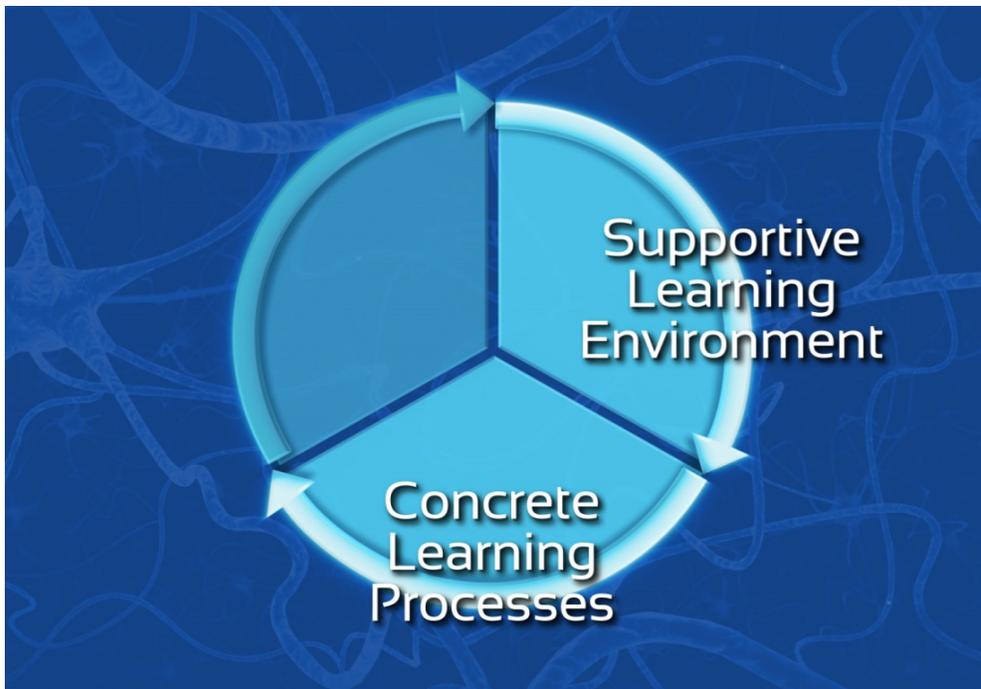
Concrete Learning Processes

6-Step Problem Solving Model
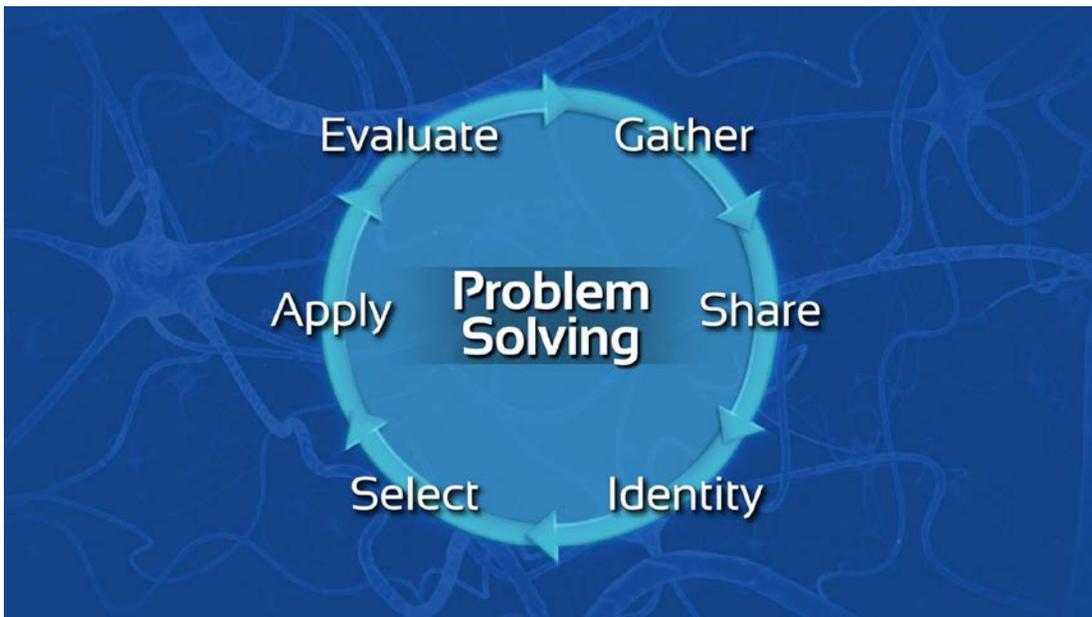
After Action Review

Expansion of the evaluation process which asks 4 key questions:
- ✓ What did we set out to do?
- ✓ What actually happened?
- ✓ Why did it happen?
- ✓ What do we do next time?

Additional Information

For further reading on Action Learning: *The Action Learner's Toolkit* by John Edmonstone, follow this link for the first chapter.
https://www.ashgate.com/pdf/SamplePages/actlearnch1.pdf

Link for article "Creating a Problem-Solving Culture: Exploring Problem Resolution in the Workplace"
http://www.rpi.edu/dept/hr/docs/Creating%20a%20Problem%20Solving%20Culture.pdf

Link for "Guide to the After Action Review"
http://www.queri.research.va.gov/ciprs/projects/after_action_review.pdf

Link for "Leader's Guide to After-Action-Reviews (AAR)"
http://www.jackson.army.mil/sites/leaderdevelopment/docs/710

Link to the Wildland Firefighters after action review system
http://www.fireleadership.gov/toolbox/after_action_review/aar.pdf

Link to Harvard Business Review article, "Is Yours a Learning Organization?" by David Garvin, Amy Edmonson and Francesca Gino
http://skainam.info/wp-content/uploads/2013/03/Is-Yours-a-Learning-Organization.pdf

Segment 4:
Leadership that Reinforces Learning

Objective
✓ Identify the expanded role of leadership in a learning organization

Successful Learning Organization - Building Block 3
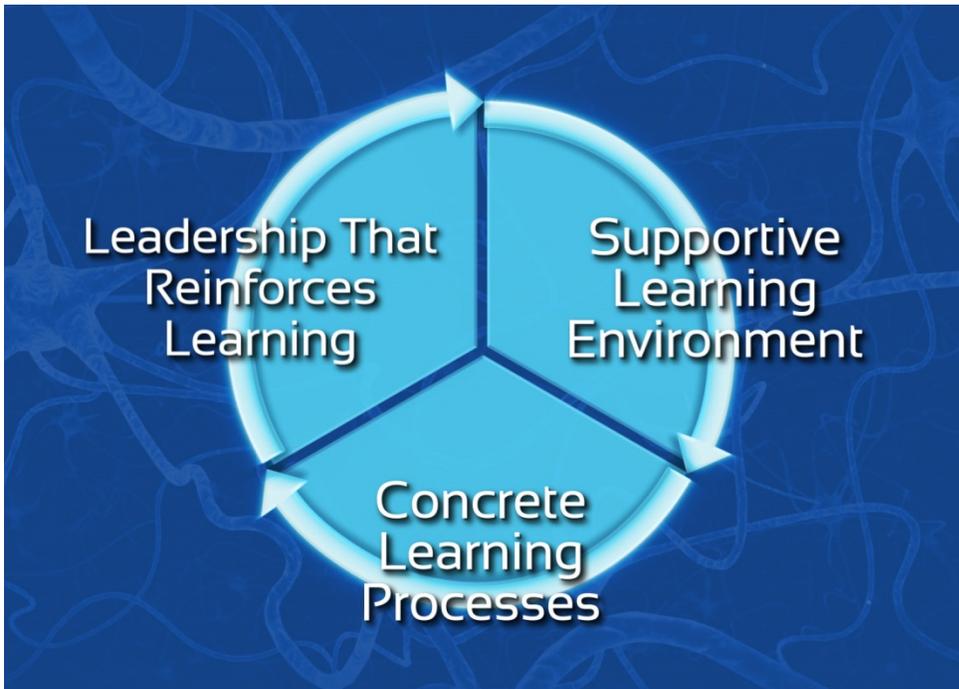
Expansion of Leaders' Role

Current	Expanded
Compliance	Ownership
Command & control	Collaboration
Assign blame	Find cause
Discourage risks	Encourage risk
Follow orders	Problem solve
Rote memorization	Application of concepts

Resources

Corrections Learning and Performance: A Vision for the 21st Century. 2012.
This white paper focuses on learning and performance challenges in the areas of theory, learners, learning organizations, instructional design, program design, delivery methods and modalities, learning transfer and program assessment.
https://s3.amazonaws.com/static.nicic.gov/Library/026506.pdf

Professional Development Series
Foundational Skills for Learning Professionals
Field Training Officer
Training for Training Administrators
Learning Design

Center for Correctional Leadership and Management Studies
http://nicic.gov/Leadership

NIC Technical Assistance
Become a learning and performance agency with help from NIC.
Contact the Academy Division.
http://nicic.gov/TAApplication

Books

Garvin, David A., *Learning in Action: A Guide to Putting the Learning Organization to Work*. Boston: Harvard Business School Press, 2000.

Kotter, John P., *Leading Change*. Boston: Harvard Business School Press, 1996.

Marquardt, Michael J., *Building the Learning Organization: Achieving Strategic Advantage through a Commitment to Learning*. London: Nicholas Brealey Publishing, 2011.

Senge, Peter M.,*The Fifth Discipline: The Art and Practice of the Learning Organization.* New York: Doubleday, 2006.

Learning Organization Survey
http://los.hbs.edu/

Fourth Hour On-Site Discussion (Optional)

Following the three-hour broadcast, site participants have the option of continuing the conversation with an on-site discussion.

This exercise is intended to encourage further discussion regarding creating a learning organization and realigning training to better achieve agency goals.

Discussion Questions:

1. If we want to become a learning organization where could we start? What is a chronic problem that our agency could focus on in a problem solving process?

2. How can leadership in our agency support training? What are some specific examples?

3. If we were to begin linking performance to our learning, how would that change our training?

4. Based on Bersin's descriptions of the learning function (levels 1-4), what level is our current training program?

5. How could we be more effective at utilizing our training resources?

6. Using the Problem Solving Model, let's focus on "issue X" in our agency to outline a plan.

Non-Credit Professional Course Registration

Office of Continuing Education - Extended Campus
300 Senior Hall
Cheney, Wa 99004-2442
Phone: (509) 359-7380 1-800-351-9959
FAX: (509) 359-2220
http://ewu.edu/ce

TOFF

Todays Date: _____   Quarter: Winter 2014

Last Name	First Name	Middle Name	Previous Name

Mailing Address	City	State	Zip Code

Email Address (mandatory to sign into CANVAS)	Daytime Phone Number	Home Phone Number

EWU Student ID Number	Social Security Number	Date of Birth (Required)

Do you have any Special Needs? Please specify: _____

Gender ☐ Male   ☐ Female   Are you a resident of Washington?   ☐ Yes   ☐ No

Have you previously earned credit through EWU? ☐ Yes ☐ No   If yes, where: Quarter _____ Year _____

Required. What race do you consider yourself? (Check all that apply)

☐ White/Caucasian (800)   ☐ Black/African American (870)   ☐ Chinese (605)
☐ Eskimos (654)   ☐ Aleut (941)   ☐ American Indian (597) Name of Principal or enrolled tribe
☐ Korean (612)   ☐ Filipino (608)   ☐ Vietnamese (619)
☐ Asian Indian (600)   ☐ Guamanian (690)   ☐ Samoan (655)
☐ Hawaiian (653)   ☐ Japanese (611)   ☐ Other Asian or Pacific Islander: _____

Are you of Spanish/Hispanic origin? (Check all that apply)

☐ No, Not of Spanish/Hispanic (999)   ☐ Yes, Cuban (709)
☐ Yes, Chicano/Chicana (705)   ☐ Yes, Puerto Rican (727)
☐ Yes, Mexican/Mexican American (722)   ☐ Yes, Other Spanish/Hispanic: _____ (Specify one group, For example Colombian, etc)
☐ Other Race: Specify

Course Information:

☐ PDU ☒ CEU ☐ CE ☐ Clockhours   Course Title: Learning and Performance Realigning Training to Achieve Agency Goals

Event Date(s): March 19, 2014   .3 CEU   Location: Satellite Broadcast

For Office Use ONLY:
Credited to Participant

Amount: $22.00   Authorized Signature: _____

☐ Visa   ☐ Mastercard   ☐ Check (payable to EWU)

Account Number   Exp. Date

| | | | | | | | | | | | | | | | |

Eligible taxpayers may claim a tax credit on EWU courses. For more detailed information, please refer to IRS Publication 3066, "Notice 97-60 Education Tax Incentive" For purposes of the new Hope and Lifelong Learning tax credit, Federal Law (Section 6109 of the Internal Revenue Code) requires the University to obtain your Social Security Number. Thank you for your cooperation.

EASTERN
WASHINGTON UNIVERSITY
start something big

February 5, 2014 Non-Credit

Workshop: _____Learning and Performance: Realigning Training to Achieve
Agency Goals _____
Location: _Satellite Broadcast_____
Date: ____March 19, 2014_____ **Time(s):** 9:00am – 12:00 p.m.

Facilitator:__National Institute of Corrections_____

Originator: __EWU_____
Your feedback is important. It is the basis of our continuous improvement to ensure that programs meet or exceed your expectations. Thank you for taking the time to complete this evaluation.

Response Code

	5–Excellent	4–Good	3–Adequate	2–Poor	1-Desire changes

Instructor Effectiveness

Knowledge of subject	5	4	3	2	1
Ability to teach according to the student's level	5	4	3	2	1
Organization of class meeting	5	4	3	2	1
Ability to answer questions	5	4	3	2	1
Ability to encourage participation	5	4	3	2	1

Course Information

Written course objectives met expectations	5	4	3	2	1
Course written materials contributed to learning	5	4	3	2	1

Facilities and General

Comfort of classroom for learning	5	4	3	2	1

Overall

Overall, I rate the learning experience	5	4	3	2	1
I would recommend this course to others	Yes				No

Comments: Suggestions for improvement

THANK YOU

Sign-Out Sheet: Learning and Performance Realigning Training to Achieve Agency Goals

Facilitator: EWL

March 19, 2014 9:00 a.m. – 12:00 p.m.

Sign In PRINT NAME	SIGNATURE	Position	Sign Out PRINT NAME	SIGNATURE