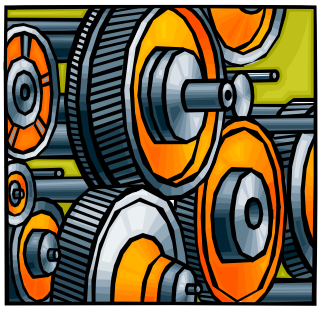
THE SIX MOVING PARTS OF CORRECTIONAL TRAINING EFFECTIVENESS



Gregory R. Morton
Aaron Shepherd

Regional Field Coordinators
Western Region
Regional Training Initiative
National Institute of Corrections

Richard Geaither
Correctional Program Specialist
U.S. Department of Justice
National Institute of Corrections
Academy Division
Aurora, Colorado

April 2009

ABOUT THE AUTHORS

Aaron Shepherd is a Lieutenant with the Jail and Court Services Bureau, Ada County Sheriff's Office, Boise, Idaho. He has served as a Regional Field Coordinator in the Western Region of the National Institute of Corrections Regional Training Initiative since 2005.

Gregory R. Morton is Administrator of the Labor Relations Unit of the Oregon Department of Corrections. He was Administrator of the Professional Development Unit of the department from 1999 to 2006, serving as a Regional Field Coordinator with NIC during part of that time, including when this paper was originally conceived.

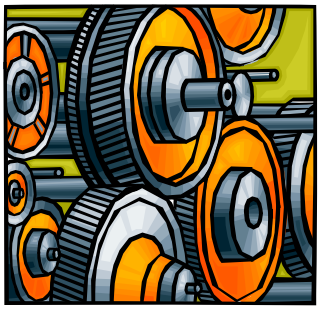
Connie Clem of Clem Information Strategies, Longmont, Colorado, provided editorial guidance, polished the text, and designed the final document.

U.S. Department of Justice
National Institute of Corrections
Academy Division
791 Chambers Road
Aurora, Colorado 80011
1-800-995-6429
http://www.nicic.gov

CONTENTS

THE SIX MOVING PARTS OF CORRECTIONAL TRAINING EFFECTIVENESS

INTRODUCTION



No one knows better than correctional trainers how elusive training effectiveness is.

Every correctional trainer we have ever met is in some way a missionary to the work force, reminding all within earshot of the agency's best practices, of its historic and specific successes and failures, and of the greatness of its future. Trainers look for "conversions" in terms of individual behavior and organizational performance, Sometimes they look in vain. Why is this so?

In our view, the reason is that trainers are focusing too much on training delivery and not enough on training strategy. It is not enough to focus only on the traditional aspects of training development, such as the design of effective training curriculum and how multi-dimensional that product should be. Or what a psychological juggling act it can be to reach every student in a classroom. Or the complex and resource-intensive process of evaluating training. Even after trainers have dealt effectively with these issues, training effectiveness still can be elusive.

We start with the assumption that every trainer believes passionately in his or her material and training programs. We start with the assumption that every correctional trainer wants to influence not just the individual students in his or her class, but also their entire organization. And from that, we conclude that optimum correctional training effectiveness occurs when whole organizations are influenced.

Truly effective training is possible when we trainers move beyond the traditional tasks on which we largely spend our time—such as a well prepared lesson, smooth delivery, and managing the group. We trainers need to raise our focus higher and begin to think strategically about correctional training.

This paper presents the concept of "The Six Moving Parts of Correctional Employee Training," a model for integrating strategy into the organization's approach to training.

The six “moving parts” are as follows:

1. Organizational Readiness
2. Curriculum Selection
3. Delivery Methodology
4. Participant Engagement
5. Workplace Reinforcement
6. Impact Evaluation

Some of these factors are very familiar. Curriculum Selection and Delivery Methodology encompass what most people consider to be “training.” When ideas to improve training are floated, they usually address curriculum and methodology. Trainers hear it all the time: “What we're covering isn’t right. Besides, the class is too long. People get bored. We need to fix that. And our trainers are crappy. If we could just fix the material and get better trainers, employees wouldn't keep making the same mistakes all the time.”

But is that really the whole answer? We think not. Believing that what we train, who trains it, and for how long are the only factors that influence our effectiveness ignores psychological and sociological principles that have much greater potency. What we hope to demonstrate with this paper is that these other, subtler, and less frequently considered factors beyond curriculum and methodology have a pervasive and systemic influence on correctional employee development.

We also assert that any effort toward change, improvement, or enhancement in correctional training needs to consider these additional factors if the effort is to succeed.

And finally, we believe that existing behavioral science research can guide our questioning and even provide some direct answers.

GOALS OF TRAINING

Before we proceed, let’s check our initial assumptions. What is the purpose of your training days spent with students? What are you trying to accomplish? What’s your organizational role and how do your training days match that?

Is the objective for those days that the audience has an enjoyable and knowledge-filled experience within the four walls of the training environment with the instructor? That every nuance of message and planned activity comes off exactly as the instructor anticipated? For the trainer, is it that the audience laughs at your jokes and nods at your stories; that they add their own jokes and link your stories with their own? That they don’t argue and become confrontational, or, better yet, if they do argue and become confrontational, you are able to persuade them to your perspective with skill, grace, and timing?

Perhaps that is a good training day for you. Perhaps a good day is one in which you could say, “This time they heard the message,” “Today they ‘got it,’” and that “It really stuck this time.”

But is that what you are trying to accomplish? Because even on those good days (and those certainly are good days for a trainer, when the audience followed the delivery, and the delivery matched the design, and the design matched the intent, when the material was so second nature and the insights so frequent and profound that it reached a level of meaning that escapes most audiences, and if you have a co-instructor it’s like you were reading each other’s minds), these particular outcomes are not enough in the training effectiveness world. This is because those days only provide information about “those days,” meaning your training days. They tell you nothing about the employees’ work days that follow.

Rather, is it your objective that something different, hopefully better, happens in the student’s work world after they’ve left you?

If what matters to you is a good training day, then we suggest that you re-think your definition of training effectiveness. You may be good at what you do, and your classes probably are enjoyable and knowledge-filled experiences for your students. But if that’s why you do it, it’s not enough. The true purpose of your training days with students is, in fact, that something different, hopefully better, happens at work for them in the future. It works only if it works at work—for them. That’s why you do what you do. It’s about them, not about you. And it’s not even about them on that training day—it’s about them in their future.

Our effectiveness as a trainer is demonstrated by what somebody else does, somewhere else, at some time in the future. Like we said, effectiveness is elusive, distant.

REDEFINING THE TARGET

This paper is intended to help the veteran correctional agency trainer in enhancing the effectiveness of his or her work. It is based on this premise: that the purpose of training is that something different, hopefully better, happens at work for other correctional employees at some other place and time. It is further based on the premise that *failing to account for the influences of that other place and time is as much a failure in training effectiveness as are disorganized material and unprepared instructors*.

This is not an academic paper. This is a paper based on real experiences of real people who plan, deliver, and attend real training. Once we have established the parameters, it may even be an obvious paper. Any insights that the reader might gain will, we hope, be built from memories of your own successes and failures, enlightened by the successes and failures recounted by the authors.

The authors have a combined half-century in the field of correctional employee training. We intend that this paper be used as a strategic blueprint for designing an overall agency training plan. We intend for our fellow correctional trainers to take advantage of what is presented here for the purpose of improving their agency's long-term training outcomes. We intend that, along the way, the training target our readers aim for in their organizations will actually be redefined and refocused, both by themselves and by their students and their agency administrators.

The challenges to training effectiveness are systemic in nature, and they must be addressed strategically for their combined power to work for you. Aspects of correctional training that have been overlooked hold the key to authentic growth and development.

In sum, the purpose of this paper is to help the individual who is responsible for training effectiveness to examine his or her agency and build supports or remove impediments to that effectiveness in a systemic manner as needs and opportunities are discovered.

PARAMETERS OF THE PAPER

1. The experiences upon which this paper is based are those of trainers of correctional employees. The authors have worked in multiple corners of that general discipline: juvenile and adult, institutional and field, and with new employees, veteran line staff, managers, and leaders. It is possible that our conclusions will successfully transfer to other professions or disciplines. Many of our sources imply that they should, but we will leave that for the reader to investigate. All that we can affirm is that they do apply in the corrections training world.

2. It is assumed that most of the training referenced here is either classroom-based or lab, physical skill, or range training. We caution against applying these conclusions to the expanding world of computer-based or online training, without conducting further research. While it is likely that our conclusions would apply equally to that training methodology, our combined experiences are so heavily weighted toward personally delivered training that we believe it would be inappropriate to over-generalize our conclusions. As we said, we'll leave that to further research and application.

3. Most of the training referenced here is mandatory in nature. Examples of mandatory training include new officer academies, annual in-service training, management training, and assignment-specific training. While the same principles will also apply to voluntary attendance training, it is our experience that most correctional training is not voluntary in nature, so that discussing it is mostly irrelevant to the points made here. At the same time, as you will see, voluntary attendance training may be one of the solutions to the issues we identify.

4. Our experience tells us that mandatory training is most frequently attended by a mixed group of workers. In other words, participants in mandatory training typically do not actually work together on a daily basis. While it is likely that some will know each other, and that nearly all will be from the same discipline if not the same government agency, the authors assume that intact work groups rarely attend training together.

5. It is further assumed that the training assigned for attendance has been assigned properly. That is, to borrow from Mager and Pipe,[1] the performance issues at work are truly training issues, not supervision or resource issues. In developing this paper, the authors worked from the perspective that the professional trainer has sorted non-training issues from training issues and that the training response is only applied when training issues have been identified and verified.

   By this we mean that the issues described below are the "best case" for the trainers involved. We are not asking our fellow training providers to apply these fixes to non-training problems. We are recommending them only in the cases where employee knowledge or skill improvement has been identified as the cause of the performance issue at hand. We are working from the perspective that the training provider has, in concert with the customer (that is, the agency's leadership), sorted the non-training issues from the training issues, and is concentrating available resources properly.

WHY IS THIS PAPER NECESSARY?

Correctional employee training and development has been historically under-resourced. (For our interpretation of why this is so, see the postscript, beginning on page 47.) Most correctional employees feel that their ongoing, formal professional development has been only a marginally successful experience, if that.

For every 5- to 12-week academy for new officers around the country, there often exists a 1-week (40-hour) annual follow-up, inservice training program. That is the national standard, and it has been achieved in many jurisdictions. The assumption seems to be that correctional employees can be prepared for every possible interaction that they will ever have with offenders, before they have had very many interactions with them at all. It also seems to be assumed that they will never need extensive further development as they encounter increasingly difficult circumstances, as research accumulates, as policies change, and as evidence-based practices are proven.

Could that approach to training be in any way sufficient? To find an answer, consider the training issues related to just three courses from a mythical multiple-volume *Encyclopedia of Correctional Employee Training*. The courses we will consider are Spanish, English, and Defensive Tactics.

---

1 Robert F. Mager and Peter Pipe, *Analyzing Performance Problems,* 3rd ed., Center for Effective Performance, 1997.

Spanish—Are the overwhelming majority of correctional employees adequately prepared to communicate with an inmate who only speaks Spanish? Can an English-speaking employee direct that Spanish-speaking inmate properly in the case of an emergency? Or administer informal discipline? Or provide guidance and reinforcement? Can that English-only speaking employee do anything more than turn keys and point?

Sometimes the answer is: Let's train them. How much training in the Spanish language would be required for an employee who speaks English only? This can be a nearly impossible question to answer, given the variety of dialects of Spanish that inmates may speak, as well as the variety of innate language learning skills to be found in the workforce.

For purposes of discussion, let's try an estimate. A first-year college Spanish class is delivered in roughly 100 classroom hours over nine months. At the end of that time, the students will know basic vocabulary, word inflection, grammar, and sentence structure. Is that enough for fluency to the degree required for the correctional tasks required of officers? Probably not—and yet we have already broken the bank of available training hours.

English—Without intending to be disrespectful to either the educational or correctional profession, it is safe to say that the correctional work force is as much a product of the K-12 educational experience as any group in the country. Do all high school graduates write well? Some do, some don't. Do all high school graduates write legal documents that are considered for appropriateness by lawyers and judges? Not many.

How much training is required to prepare a product of the American K-12 experience to write satisfactory legal documents? Again, given the variety of innate skill levels, that is a pretty difficult question to answer. Some correctional employees could teach the class, and others need instruction in basic grammar and spelling. Can a successful outcome be expected across the board in once-per-year training, regardless of its length? How much training would be required? At the college level, if one's writing scores are not sufficiently high on one's entrance exams, a year-long writing course is typically required.

This equates to roughly 100 hours of group instruction, as above with Spanish. And again the bank is broken.

Defensive Tactics—Defensive Tactics comprises a set of complex physical skills that an employee must call on instantly, without warning. These skills erode quickly without practice. An employee's personal safety (meaning his or her life and death) depends on these skills, as does the personal safety of his or her colleagues and the inmates he or she supervises.

> Athletes practice their complex physical skills on a daily basis during their competitive season. A correctional employee's "season" lasts all year long. If refresher training were conducted only once annually, could it possibly be satisfactory, regardless of its length? Using the athlete analogy, we are clearly talking about hours and hours and hours of continuous training and practice. How many hours per year? A high school wrestling coach could provide a reasonable answer.

The authors can well imagine the reader debating each of these examples. "Well, not every employee needs to speak Spanish. If you have enough bilingual staff on a shift you can get by." Or, "We just need to improve our recruitment efforts. If we had a writing test as a pre-hire screening device this wouldn't be an issue." And, "Correctional employees aren't in good enough shape to withstand the physical rigors of ongoing skills training."

But let's take a step back. These are just three topics out of our mythical Correctional Training Encyclopedia. Besides Defensive Tactics, what other employee safety and wellness classes are required or desirable? In addition to being able to write well or speak adequately in two languages, what about asking our personnel to expand their interpersonal communication skills?

And what about all the other subjects we'd like to cover—

Communicable Diseases
Con Games
CPR
Crisis Negotiations
Dealing With Mentally Ill Inmates
The Effect of Correctional Work on Your Family
Emergency Preparedness
First Aid
Firearms
Inmate Rights and Legal Issues
Institutional Sexual Assault Prevention (PREA)
Investigations
Less Lethal Tactics
Mobile Patrol
Professional Ethics
Security Practices
Suicide Prevention
Restraint Chair
Searches and Contraband
Sexual Misconduct
Stress Management
Supervision Techniques
Use of Force Regulations

The list goes on and on. Is there any reasonable way to cover all these topics in just one week per year?

We apologize for being so blunt, but without addressing the factors that influence the actual transfer of the training experience to the work place, your 40 hours of annual inservice training, regardless of the topics selected, becomes a vacation from offenders and nothing more.

STANDARDS AS LIMITATIONS—RESOURCES AND EFFECTIVENESS

Have you ever considered the fact that when a correctional employee says, “We need more training in xyz”, they are likely to be correct by definition because what they are stating comes from their direct experience? So how do you react when an employee says that to you?

In our experience, the answer very frequently has more to do with resources than with content or delivery methodology, and with money rather than material. As a profession, correctional trainers settle for too little—much too little. Our formal training standards are not standards but professionally recognized restrictions. Our policies are built around the standards, and, by doing this, we trainers unintentionally restrict our imaginations as to what could be.

Our expectations for on-going correctional employee development are monumentally low, and not by a few hours or days, or even weeks. Given the complex human management work correctional employees are asked to do, our employee development efforts are off by months, and maybe even by a factor of years.

This may be one systemic reason trainers concentrate on effectiveness measures that evaluate only the immediate daily training experience. Trainers count the bodies, the hours, and how happy they were. How many attended? How many training hours? What did you like best about this training? What did you like least? What would you change? Did the trainer use effective training aids? What was the average test score? How many qualified or certified? What percentage needs a remedial session?

Maybe we trainers know in our heart of hearts that the best we can hope for is a good classroom day, as described in the introduction, and that if we evaluate the classroom, it’s because that’s all we can realistically influence anyway. If our experience has taught us anything, it is that adult learners are incredibly willful. What they choose to apply at work, they will, and what they don’t, they won’t. There are forces at play in student motivation that overpower even our best platform days and classroom activities.

So we trainers concentrate on the resources we have. They might be limited; they might cramp our imaginations; but others probably have even fewer resources anyway. Besides, our administrations expect classes, so we deliver classes. What else should a trainer do, after all? We have one week a year for on-going correctional employee development. We see 40 hours, we think 40 hours, we plan 40 hours. We rarely question 40 hours. We may even be glad for 40 hours.

So we triage our efforts. We conduct needs assessments, focus groups, surveys, and job task analyses, all for one purpose: To determine what we are *not* going to provide for the correctional employee that he or she has said is needed. We ignore what we truly need, and we make what we have fit the schedule.

This is not to say that a 40-hour program isn’t valuable. It most certainly is valuable, at least partially. If it weren’t valuable, then the rest of this paper would be unnecessary.

Within the 40 hours of content will unquestionably be some material that is necessary and desired. The needs assessments tell us so.

But let us examine what else this means. If you are a correctional employee, you will be partially satisfied with what is prepared for and delivered to you. Not completely satisfied, but partially satisfied—every year. This means you will also be partially dissatisfied—every year. Systemic and permanent customer dissatisfaction: what a concept.

If you are a creative, thoughtful, and solution-oriented correctional trainer, as most are, you will have ideas and suggestions. We welcome them. In fact, the remainder of this paper is intended to assist in the analysis of those suggestions, to increase their usefulness.

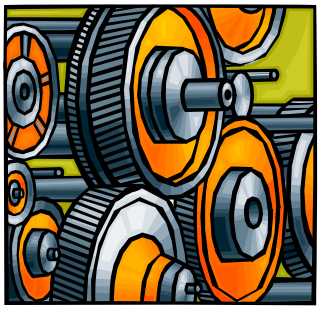
Many ideas are hatched, few survive. Those that do survive should be actual improvements or enhancements. The following is provided in an attempt to help that process. Each idea for improvement in your jurisdiction should be compared across the six domains that follow, “The Six Moving Parts of Correctional Training Effectiveness.” These moving parts are the constituent factors in a correctional training effectiveness model. They move in the sense that, if any one of these moving parts is modified, modified outcomes will be produced in any training and development initiative.

AUTHORS’ CAVEAT

There may be more than these six moving parts. We may have misnamed them. We may be discussing them in the wrong order. But at least this is a reasonable place to start.

If any reader finds that editing or modifying these six factors makes them easier to apply in his or her system, please adjust as necessary. Just let us all know. Because, while you may feel the resource and effectiveness pinch every single work day, rest assured, this is not an issue for you and your jurisdiction alone—it is an issue for the profession nationwide.

OVERVIEW: THE SIX MOVING PARTS IN ACTION



To recap, the Six Moving Parts of Correctional Employee Training Effectiveness are:

ORGANIZATIONAL READINESS

CURRICULUM SELECTION

DELIVERY METHODOLOGY

PARTICIPANT ENGAGEMENT

WORKPLACE REINFORCEMENT

IMPACT EVALUATION

Any training and development initiative includes these six systemic factors, whether they are recognized as such or not. Some are obvious and tangible; others are pervasive yet invisible. All are influential in the outcomes achieved. Change any one, and you change the outcome of the training and development initiative. Change more than one, and you probably change your training "system." If trainers can leverage three or more of the Moving Parts at the same time, the sky may truly be the limit.

It's also true that shifting our emphasis from one Moving Part to another, or to two or more others, can change our training outcomes.

Agencies should analyze any new training initiative along these six domains before implementing it. If they don't take this step, the changes may be unfocused and unproductive. Change for change's sake certainly should be avoided, not least because it is likely to de-motivate any further training enhancement efforts.

EXAMPLES

Let's look at some examples.

What if an agency decides to work on report writing skills?

- The Moving Part 2 "curriculum" focus says everyone will receive ## hours of the same report writing material, whether they need it or not.

- Incorporating the Moving Part 3 "delivery" focus improves matters by supporting online training delivery that allows employees to target their own specific skill deficiencies. Or, if computer access is a factor, skilled tutors could be engaged to provide focused attention to employees,

- Let's add some attention to Moving Part 5, Workplace Reinforcement. Trainers can apply social learning theory and encourage influential co-workers and/or supervisors to voice their buy-in to the training. These influencers and supervisors can support the staff in their homework. They can also thank the tutors for making the workplace safer and more professional by improving the documentation skills of the staff on their shift.

What if agency leaders observe that unprovoked staff assaults are increasing?

- Moving Part 2 ("curriculum") says: add more defensive tactics training—meaning more mat time and more skill-based training hours.

- Reconsidering "delivery" methods (Moving Part 3) may mean shifting from one annual chunk of training to delivering the training in monthly or weekly segments. A facility might add stretching sessions at shift briefings, share handouts on light aerobics that can be done at home, and make videos on nutrition available via the agency's online library to improve overall fitness.

- Trainers can amplify the message by looking at Moving Part 1, Organizational Readiness. Executive staff can formally and informally recognize staff who become healthier and more confident. They can attend the training themselves or take part in stretch breaks during daily briefings.

Each of these examples points out the potential for enhancement if the training strategy addresses more than one of the Moving Parts.

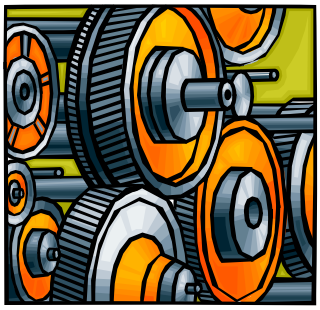
You may ask yourself how you would actually do these things—interacting with the informal environment so that influential co-workers take seriously the development efforts of their less skilled colleagues, or talking whole shifts into stretching during muster, or convincing executive staff to pay attention to line staff who may have lost weight or quit smoking. And this is precisely our ultimate point—that a truly effective correctional trainer will spend as much time, if not more, on these subtler yet more

powerful dimensions as he or she has spends on curriculum development and platform skills.

The Six Moving Parts framework will help conceptually integrate training with the agency's overall operational strategy, as the basis for designing and delivering the organization's training program.

It boils down to this: if long-term behavior change is as important to you as a good training day, then you will work just as hard to strategically address all six factors as you have been working to address just one or two.

MOVING PART 1—ORGANIZATIONAL READINESS



We start with a concept that we are calling Organizational Readiness. By this we are referring to factors such as the organization's vision, influence, resources, and systems alignment.

The basic idea here is that the training doesn't stand alone in the organization. It connects to greater organizational processes, and those processes must be sufficiently developed so that the training will have a recognizable impact.

The metaphor here is of the training marching in lock step with the organization's policies, budget, mission, and vision. Organizational Readiness, simply put, is the organization's focus on what it wants to achieve, what it stands for, and how it will know if its goals are being achieved.

An organization that is ready to train effectively possesses a clear mission and an appropriate administrative structure, has well developed administrative directives and recognizes its legal mandates, enjoys unhesitating executive support, has established key performance measures, and has adequate funding for training. The presence of these factors indicates that the organizational platform for effectiveness is in place. Without successfully addressing the domain of Organizational Readiness, the trainer is operating on his or her own, in an organizational vacuum, disconnected.

VISION/MISSION

A clear mission is one that staff at all levels of an organization can understand and embrace.

- "Every organization needs two things: Destinations and Leadership."[2]
- "The dream or vision is the force that invents the future."[3]

The "destination" or the "vision" is what comes together to become the mission.

---

2 The Results Group, Strategic Advantages for Sheriff's Offices. 2005.

3 James Kouzes and Barry Posner, The Leadership Challenge, 3rd edition. San Francisco, California: John Wiley & Sons, 2003, p. 15.

As a trainer in a correctional organization, you are responsible for making sure that you clearly understand the organization's mission and that the training decisions you make are in alignment with that mission. The training you develop, regardless of topic, must connect to the mission for all levels of staff. Training programs should be designed to communicate the mission and reinforce it.

An example of how a training program may not support the mission occurs in this scenario. Say our mission requires us to minimize the use of physical force to gain compliance and instead maximize the use of communication skills. What if our training program centers on arrest and control tactics, ground grappling, and use of physical force, with no curriculum elements that emphasize verbal redirection and other communication tactics? That training program may not be aligned with the agency's mission.

A well developed mission encapsulates the primary goals of the organization. It answers the need for direction among the staff—"We want to follow you, sir; we want to follow you, ma'am, but where?" (Results Group).

A well understood mission not only communicates goals, but also expectations. The first element of "The 12 Elements of Great Managing" is, "I know what is expected of me at work."[4] The twelve elements are those that were associated with high performing teams. Along with knowing what they are trying to achieve and what their role is, employees also like to know if they are achieving it.

Measuring company performance and communicating the results are key to supporting the mission. Training programs can then be built to reinforce those expectations. A clear mission, well communicated, is the first step to organizational readiness.

ADMINISTRATIVE STRUCTURE

The second part of organizational readiness is an administrative structure (organizational design) that best helps achieve the goals. "Organizational design is the process of constructing and adjusting an organization's structure to achieve its goals."[5] Much has been written about organization design; for this paper we will focus on the design as it pertains to training.

There are two basic structures to consider for training: centralized at the agency level, and decentralized at the work unit level. Each has advantages and disadvantages.

- Advantages of a centralized structure include synthesis of agency training resources, centralized and consistent training records, and staff who are dedicated to training. Disadvantages might include an actual or perceived

[4] Rodd Wagner and James K. Harter, *12: The Elements of Great Managing*. Described in *Gallup Management Journal* online, November 8, 2006, http://gmj.gallup.com/content/25390/Gallup-Publishes-Long-Awaited-Follow-Up-to.aspx.

[5] Nelson, Mathis, Daft, Bennett, and Lewis, *School of Police Staff and Command*, 2nd edition, p. 312.

disconnect from day-to-day operations, and the potential for development of a training bureaucracy that loses effectiveness as it grows.

- The key advantage of a decentralized training unit would be realized in very large organizations, or in organizations that have several unique specializations. (An example would be the multitude of military operations). Disadvantages of decentralized training might be the creation of organizational silos, inefficient use of training dollars because different units are training on similar topics at smaller capacities, and more difficulty communicating the organization's common cultural expectations.

INTEGRATION OF DIRECTIVES AND MANDATES

Correctional trainers also must pay special attention to administrative directives and legal mandates. Legal mandates are an everyday part of correctional life. If not answering to a state legislature, agencies are learning of a new court decision. Legal mandates can regulate everything from administrative operations (such as staffing level mandates) to daily practices (such as strip search policies).

These legal mandates must be communicated to staff. The question is how to accomplish it. Is this content added into the curriculum to take up valuable class time? Or can it be woven into a motivational activity? For example, the agency could put it out to the teams affected by it and have them compete to come up with the best policy change to reflect the new law. There is a vast difference between telling staff what must be done versus involving staff in accomplishing the mission and giving them some control over their areas of responsibility. Legal mandates cannot be avoided; they can, however, be part of an excellent employee development program.

Too often trainings are conducted to fulfill minimum requirements with no real look beyond that. But mandated trainings can fulfill these requirements while also motivating and soliciting ideas from staff. For example, training on suicide prevention can disseminate data on current suicide trends, reinforce current policies and procedures, and include exercises where staff take actual incidents and evaluate staff actions against the policy. This allows staff to provide input as to where the policy and procedure does not fit and to recommend changes. Administrative direction can be proactive and lead to enthusiasm and motivation toward a common mission, or it can be reactive and lack motivational value.

EXECUTIVE SUPPORT

Executive support is realized when the training process is woven into the organization's business plan. This can take many forms.

- Staffing proposals must contain relief factors that include the training time needed each year for each position.

- Managers should have training plans woven into their strategic planning.

- Executives should ensure that measures are developed and in place for monitoring staff performance, which in turn provides evaluative data for training.

Executive support can be as simple—and yet as complex—as holding all levels of the organization accountable to ensure that employees who attend trainings follow through with the curriculum and make it part of their daily job. Too often a veteran employee can be heard telling a newer employee, “Forget all that junk they taught you at the academy; we’ll show you how it is really done.”

Simple things can make a difference, such as having executive staff open up training sessions with a short talk on the mission and letting staff know where their work group stands in the progress toward it. When a sheriff, county director, jail manager, or prison superintendent later follows up with similar reinforcing messages to staff during their duty time, after having met with them during the training, it shows that the organization really understands the value of executive support for training. When the agency’s executives follow their initial presentations by carrying the training message to the workplace and finding teachable moments with individual staff, the training message can grow deep roots.

Executive support is more than just providing money and conveying training mandates—it is being actively involved in employees’ work lives, understanding employees’ needs, and reinforcing the training messages which should also ultimately reinforce the mission of the agency.

PERFORMANCE MEASURES

The next part of Organizational Readiness is establishing key performance measures. Performance measures indicate the success of the agency in accomplishing its mission. In an athletic event, every athlete knows where the “goal” is and also knows immediately when they reach it. We don’t have the luxury of that level of clarity in our profession; knowing when an offender is “corrected” is certainly a challenge for us all.

But for a trainer to discount setting goals as too difficult or academic is a quick way to find oneself disconnected from the organization’s strategic direction. For example, if our agency is committed to inmate well being, then we connect our suicide prevention training with existing performance measures on that subject. If our agency is committed to officer safety, we can match our communication skills training against assaults on staff. An agency that lacks such performance measures is one that will have no idea whether its training is effective. Simple in-class evaluations cannot provide a meaningful measure of training impact.

“Performance measures can be defined as a management process that involves (1) identifying important objectives consistent with your organization’s mission, (2) measuring how you are doing against those objectives (in terms of outputs and

outcomes), (3) using what you learn to inform decisions and improve performance, and (4) reporting to your customer how you are doing." (Wilson and Gnall[6], citing Cambell[7]).

On an organizational level, performance measures are important for indicating whether the organization is moving toward its stated mission. Training effectiveness is enhanced when the trainer intentionally matches a training deliverable with a measured outcome that is captured by the agency. When the agency does not have usable performance measures, then how will the trainer, and the executive who mandates the training, know if the training has been effective? The training will be disconnected from any experience outside the classroom.

Performance measures also have value at the level of individual staff development. Individual staff performance measures can help guide individual development. Organizations with effective training programs have established daily, on-duty performance measures for staff and tie their employee development efforts to those measures. The subject of report writing provides an excellent example of the power of individualized measures. Some employees could teach a report writing class, while others need instruction in basic grammar and spelling. Blanket, one-size-fits-all training that ignores individual skill levels diminishes the motivation of staff to participate in training at all.

ADEQUATE FUNDING

The final consideration in organizational readiness is cost. Does the agency consider training and staff development to be a cost or an investment?

If cost rather than investment is the focus, then perhaps the agency needs to consider the true cost of unfortunate outcomes, such as:

- The death of one employee caused by inadequate self-defense skills;
- The lost productivity over the period of one year of a person lacking routine correctional job skills;
- The loss of an inmate's life through a successful suicide while in custody;
- The firing of an employee due to low morale and low work output;
- The injury or death of one inmate due to inadequate training in use of lethal force and alternatives.

[6] Harry Wilson and Kathleen Gnall, *Performance Measures and Strategic Planning for Corrections*, n.d. http://www.cor.state.pa.us/stats/lib/stats/Performance%20Measures%20and%20Strategic%20Planning%20for%20Corrections.pdf

[7] M.D. Campbell, *Outcomes and Performance Measurement Systems: An Overview*, 1996.

This argument is clearly idealistic, and it is understood that agencies have limited resources. The point is that it is good management practice to develop a cost/benefit analysis that shows the value of investing in staff development.

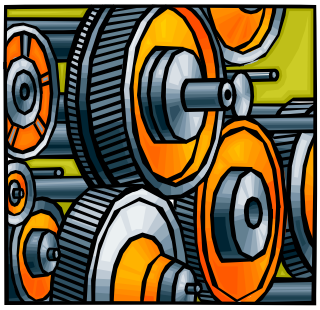
Which costs are our agencies and governments willing to bear—money or lives? —Money or reduced performance? —Money or lowered standing in the eyes of our communities? —Money now, or more money later, in the form of lawsuit defense or compensation in the aftermath of a serious injury? For an organization to have a great training program, it must be willing to recognize costs as investments and be prepared to justify them in that way.

Organizational Readiness is the first moving part of effective correctional training and staff development. It includes being in lockstep with the agency mission, training beyond the simple legal standard, administrative direction in support of the mission, executive support during training and at work, and justification of cost.

There may be other factors related to organizational readiness that we have not discussed. The factors we have covered are those we feel are most often overlooked and maybe some of the simplest to deal with.

Even veteran trainers often overlook these factors, perhaps in the desire to spend their time developing that outstanding training day, perhaps because of limiting beliefs about our ability to influence such things as performance measures and executive support, or perhaps because of other disconnections in a particular organization. However, the effective trainer knows that ignoring these readiness factors distances the training from the organization itself and leads inevitably to an evaporation of the training message. A training program or training system developed without attention to Organizational Readiness has doomed itself to be forgotten.

MOVING PART 2— CURRICULUM SELECTION



As stated previously, focusing on curriculum is a given for all trainers. But that doesn't make it easy to manage.

Selecting and preparing the proper content for correctional training is a contentious subject and we don't propose to make it easy for you here.

As trainers, we may hear a variety of comments about our agency's training and agree or disagree with many of the points being made.

- "It's too old school and not enough about what's new and progressive in the department. We don't publicize our successes."
- "It's too much about some new program somebody dreamed up and not enough about what we do every day. We need to go back to basics."
- "It's repetitious, boring, and everybody knows it already."
- "It's irrelevant, boring, and nobody will ever use it."
- "It's not enough about personal safety, because we work with dangerous people."
- "It's not enough about diversity, because only a certain kind of person gets promoted around here."
- "It's too much about policies and never enough about communication skills."
- "It's Offender Toolbox again, because we have too many inmate grievances, but we never get enough about written guidelines that staff need to know to stay out of trouble, even though they keep getting investigated."

If only the people writing the material knew what the business was really about. Or is it just the opposite—that the people writing the material know *too much* about the past and not enough about our future?

Should trainers listen more to line staff, who are the most immediate and practical of customers, or to executive staff, who are the most powerful and visionary of customers?

In order to make sense of these conflicting priorities, and because of our limited resources—almost in self-defense, in fact—trainers develop needs assessments to determine what the department truly needs as opposed to what the loudest voices say. In the needs assessment process, everybody's voice is listened to, needs are ranked against each other, topics are prioritized, schedules are developed, and the program is written.

Unfortunately, these tools often do nothing more than tell us what *not* to cover. The flaw in the logic is simple, and we've hinted at it earlier—it's all necessary. No valid topic should be left out of our training. All needed material should be available in one way or another.

Trainers should be done with prioritization and ranking, the more statistically imposing the better; they should be finished with mandated lists of training that only meet policy requirements. Our agencies' training needs are both so individualized as to defeat the effectiveness of any initiative written for the agency at large, and so comprehensive as to overwhelm any basic scheduling system.

Thinking that we trainers can optimize effectiveness by concentrating on certain topics and ignoring others is a mistake. Our needs assessment tools and our own understanding of the profession and of the organization tell us that some parts of our work force would benefit from training on many neglected topics. Nevertheless, trainers persist in this mistake virtually every day.

If an employee says she or he needs some type of training or development, then she or he should have access to it. If a manager wants to help an employee develop a certain set of skills, then that skill set development should be available. If an administrator has new research that could improve the organization, then she should have an outlet for that information. If executive level leadership wants to steer the battleship a particular direction, then employees should know what direction that is, why it's important, when do we start, and how will we know when we're getting there.

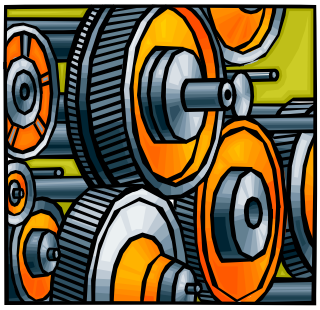
Trainers shouldn't select some of this content and leave out other pieces. We have been brainwashed by our resource allocation. And if you get the jitters as you read these last paragraphs, then that merely indicates the extent of your brainwashing.

Our resources define the size of our box, and we trainers have allowed ourselves to believe that we have to work inside the box and only inside the box. We train according to what we can afford, not according to what the profession needs. And even worse than that, we advocate only for what we can afford, not for what we commonly need. We have effectively talked ourselves out of our own diverse opinions, not to mention our creative imaginations. Other people don't have to put us back in our box, we trainers have put ourselves there.

The question of Curriculum Selection should have one answer – “Yes.”

For this reason, most training effectiveness initiatives should move past issues of Curriculum. Trainers should assume that any content suggestion is a needed one, and should move on to other, more impactful elements of the “moving parts” to create a better future.

MOVING PART 3—DELIVERY METHODOLOGY



Delivery methodology is the part of the training system where your ideas find their way to your audience.

This is where your intended message first sees the light of day, where your conceptual intent finally has a recipient. As such it is a crucially important part to manage properly, because it's where the “rubber hits the road” in our training world.

And yet that's the problem. As trainers we think that our training world frames the purpose of our livelihood. We forget that instead, the purpose of our livelihood is framed, by the world of the audience's implementation—their work site.

The point is not so much how we trainers do what we do, it’s how our audiences do what they do, later on at work. We believe that if correctional trainers don’t keep this principle in mind, they spend far too much time on delivery methodology.

If you want to amplify your training effectiveness, there are other Moving Parts that can get you to an overall agency outcome more quickly than this one. Yet Delivery Methodology still is important. The delivery mechanism, the location and type of training, the instructor, and the duration and frequency of delivery can each affect the effectiveness of training.

DELIVERY MECHANISM

Especially now, with the rapid expansion into computer-based and on-line training in many jurisdictions, the topic of the proper training delivery method is a common one.

The notion of computer-based training is still a dream in some correctional agencies, and it is a daily reality in others. When we hear it discussed, it is virtually always attached to the phrase, “The private sector does it all the time”—reminding us one more time of our limitations. Nevertheless, the fact that the technology is available has successfully broadened the notion of what training can be in a correctional environment. The concept is covered quite well elsewhere, and by authors with more experience and technical skill in the area, so we will restrict our comments on this subject to the following.

In order for computer-based training to be successful in an organization, three elements have to come together successfully: curriculum, technology, and operations,

- **Curriculum—**Curriculum is the only element that is directly under the trainer's control. The development of computer-based training curriculum is a specialized field all its own. Because of the intense and direct attention that the training participant gives to the information on the computer screen, greater care must be taken by the curriculum developer. The developer must minimize grammatical, spelling, technical content and format errors; make each page user-friendly and self-contained; take advantage of the technological special effects and design options so as to enhance learning rather than distract from it; and address multiple learning styles in different ways than with traditional workbook or PowerPoint curriculum. Despite these complexities, the curriculum element may be the easiest for the correctional trainer to solve.

- **Technology—**Agency technology issues bring the trainer into contact with his or her local IS/IT specialists, who have the responsibility of maintaining a healthy agency computer network for everyone, not just you. Be forewarned that your good ideas will not always be their good ideas. For one thing, you can count on the fact that your agency network is a finite resource. It may look magical and cause amazing things to happen at the touch of a button, but that doesn't mean that you will have the freedom to customize your online training world as creatively as you do your classroom, range, or gym. Trainers are used to using multiple training tools in a classroom, including video, audio, reference texts, posters, work sheets, handouts, tests, reading lists, and so on. Each one of those tools presents a special problem for an agency network, with the immense bandwidth hits that video and audio cause being primary among them. No correctional trainer has really lived until he or she has been calmly instructed by IT staff that the on-line training program you have planned for that afternoon will shut down the inmate commissary application because of the bells and whistles you have added to it. That is advice the fully employed correctional trainer will take under careful consideration.

- **Operations—**Once the material has been developed successfully and can be accommodated by your network without issue, you still have to get your training participants to the computer lab or some other location where they can take advantage of the new methodology. For that you need cooperation from the operations side of the house. Perhaps it will be necessary to relieve staff from inmate observation in a housing unit for half an hour to complete a self-study report writing tutorial. Perhaps the maintenance shops will need to be closed for part of a day so staff can up-date their state licenses. Computer training is often advertised as being a great cost savings, but in the institutional world, it still means time away from the job for the participant, which can often mean overtime for a co-worker.

TYPE OF TRAINING

Here we are thinking of traditional training delivery strategies such as lecture, discussion, small group work sessions, role plays, and so on. One of the methodological considerations we believe to be extremely important is that of practice, practice, practice. We hope to make the case later that nearly all correctional training subjects should be considered physical skills of one kind or another, and that lengthy practice sessions should be included in most courses.

For purposes of this paper, because it is so closely linked to participant motivation, we will cover this concept more thoroughly in the next section and only refer to it briefly here. Almost all correctional skills involve interacting with another person in some way. This makes them essentially physical skills. Therefore, training in these areas should include a practice component just like Defensive Tactics does.

INSTRUCTORS

Selecting and training instructors is rarely a perfect science. From subject matter experts who lack interpersonal skills, to volunteers who turn out to have a hidden content agenda, to managers who send their unprepared assistants, to retired-in-place seniors who need to be given something meaningful to do, to the inevitable “what do you mean you can’t make it! You’re all I’ve got!”—instructor recruitment is a double-edged sword. Make the standards too tough, and you limit your own pool. Make them too low, and you dilute the instruction.

We’ll refer later and in more depth to the research around characteristics of a persuasive role model. For now, suffice to say that at least two out of the three closely match what we look for in a successful trainer—expertise and trustworthiness. (The third characteristic is attractiveness, which is also a match if we’re allowed to edit that term to mean professional appearance).

But even people with these characteristics require a particular kind of refinement to be shaped for the task of instructor. As a result, instructor training should own a special place in your course catalogue. As with any professional skill, some people are naturals and others are not. But everyone improves with practice. We take that one step further and assert that as for other physical skills, at least an annual re-certification be required for adjunct trainers.

DURATION AND FREQUENCY

This takes us to training duration and frequency as a methodological consideration. There are several job analysis tools that convert workplace tasks and duties to curriculum. As a general rule, we recommend the use of these tools as a mechanism for determining training duration, as least on a first draft basis, with the details to be worked out over time with the classes you run.

Unfortunately this technical job analysis precision will not stop the next group of customers from asking you to cut the 24-hour program down to 16, and the 8-hour class to half a day, and the 2-hour class to 1 hour. You can count on it, because your training is their limited time away from work. Therefore, we recommend that you get in front of the wave and build all those various class lengths into your catalogue up front.

Since you will lose content with each reduction in delivery time, the proper way to advertise each incremental change in training duration is to think like a car dealer. Car dealerships use their shiny advertising brochures to tell their customers what the standard package will include, what is added in the first upgrade, the second upgrade, and so on. This way, the customer can make an informed choice on their own. If a one-hour introductory summary is all they really need, based on your description of the product, it's a mistake for you to sell them the longer, upgraded version anyway.

There are certainly limits to this strategy—just try asking your defensive tactics instructors to identify the shortest feasible training duration. But the requests are inevitable, so trainers may as well be ready with a response they can live with. And nowhere is it written that a 16-hour, in-depth study of a topic is more effective than 16 one-hour sessions. Either delivery method will challenge your audience's attention span, though in different ways.

Frequency is another story altogether. When agency leadership suggests cutting costs by reducing training offerings, it is the correctional trainer's professional responsibility to hold the line as long as possible if cuts will compromise skill retention. No one else in the agency, except your highly motivated, self-selected force skills trainers, is likely to carry this message to your administrative staff, so you cannot reasonably abdicate this job to anyone else.

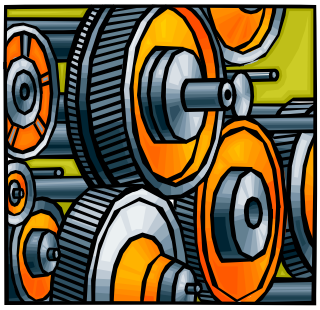
Since most of the courses that everyone recognizes as having a skill retention issue over time are personal safety courses, we will look for advice on frequency to the high school wrestling coach who served as an advisor to our mythical Correctional Training Encyclopedia. His answer is going to be somewhere in the realm of "an hour and a half a day, three to five days a week, every week, for three months."

In the real world, where are your allies? Your force skills experts will always advocate frequent and repetitive skills training. This does not mean they will be wrong, but it's likely that their counsel will be ignored due to their ownership of the subject. A vendor's advice will be discounted for the same reason. The voice of a neutral expert who has nothing to gain but offers detailed expertise in developing this kind of performance capacity will carry more weight. This is especially true if you can get your legal team to provide backup on recommendations for frequent and repetitive training.

Will your workforce be sufficiently healthy to undergo such activity on a frequent basis? In some cases, probably not, and no trainer likes to answer questions about increased accident claims when your original intention was to make the workforce safer. That same wrestling coach might be able to tell you how much you can reduce your delivery

and still maintain satisfactory muscle memory and responsiveness. Once that has been determined, your next conversation is with your recruitment staff. But in all cases, we urge you to remember one thing—observing that someone has done “xyz” in training once a year doesn't mean they can transfer the skill to on the job performance eight months later.

MOVING PART 4—PARTICIPANT ENGAGEMENT



The fourth moving part of training deals with the literal heart of the matter—the training participant.

We will examine three considerations in the context of the participant: a) motivation to learn, b) an environment that is conducive to learning, and c) a positive training experience.

MOTIVATION TO LEARN

Effective training systems do not assume that all students recognize the need to learn—either to learn in general, or to learn about a specific topic. Earlier we commented that adult learners are willful beings. By that we meant that they will choose for themselves the behaviors that they deem to be most useful in their personal work world.

As trainers we use multiple motivational devices to enhance the potential for staff to willingly embrace the new behaviors we want to teach. We already mentioned the value of the Sheriff or Jail Manager introducing the training. This is also why trainers train themselves to be personable, friendly, and affable. In other situations, it may be more motivating when trainers are forceful and demanding. Defensive Tactics trainers use a very basic motivational tool – fear. Firearms instructors sometimes use competition as a motivator, as do the Academy coordinators who present an award to the recruit with the highest overall average test score.

Trainers build motivational tactics into their lesson plans. An Anticipatory Set is developed for the purpose of surfacing the student's inherent needs so that they can be connected with the material to be presented. We trainers speak of "selling the message." We conduct ice-breakers, play games, and schedule activities and exercises. We "get 'em up and moving around." All of this is done for one reason—we want the *participant* to become a *student.* We don't want to just train; we also want the adult to LEARN.

For purposes of comparison and contrast let's examine another willful population: teenagers. The parent of a modern teenager knows that, if insufficiently motivated to perform according to the parent's desires, any teenager can willfully never learn to do something as simple as take the trash can to the street on the proper evening. And yet another adult can teach that same teenager to do something as inherently irrational as marching in formation around a football field in the dark and the rain on that same

evening playing a tuba for two hours. This is possible if one condition is present—the teenager wants to learn to do it.

Personal motivation, or willingness, is the difference between forgetting the trash can and marching in formation playing the tuba. It is also the difference between the participant and the student.

And yet we conduct mandatory training.

Think for a moment of your own life as an adult. How often does making something mandatory reduce your willfulness and increase your willingness? We're willing to bet it's not very often. Instead, trainers need to create true motivation to learn, particularly to create the multi-faceted, extended willingness it takes for our staff to learn something new in training at one location and practice it at work in another location until they are good at it.

Everyone knows the adage, "you can lead a horse to water, but you can't make it drink." So why do we trainers continue to think that mandating training will make participants "thirsty" for the topics? Mandatory training should be a different species of training experience altogether. It should never be confused with true growth and development opportunities.

Mandatory training is appropriately conducted for several specific purposes, such as:

- To protect the agency (and the employee) from liability;
- To enforce policy;
- To set a minimum standard and clarify foundational expectations.

Examples of appropriate mandatory training are when a Respectful Workplace class focuses on Title VII and other legal or policy standards, or when an Employee Safety class emphasizes how to fill out an accident report, or when an Offender Supervision class reviews Custodial Sexual Misconduct. Mandatory classes are certainly necessary, but they are also certainly not sufficient.

We believe that the tendency toward mandatory training exists in correctional agencies for three primary reasons:

1) It's easy to evaluate (what percent attended);

2) It's easy to schedule (everybody goes, so everybody gets scheduled); and

3) People who work in corrections are inherently comfortable with mandatory daily schedules.

Unfortunately, the net result is reduced choice, which is contrary to effective adult learning. When employees are required to attend training that they would not choose for themselves, they are left with only the choices, "Will I pay attention?" and, "Will I apply what is being taught?" This undermines training effectiveness.

Further, according to Brehm, undisguised intentional attempts at changing attitudes may cause attitude change in the wrong direction.[8] This most often occurs when the target of the persuasive communication feels that his or her freedom is threatened. We could call this the "You Will Learn Something Today Because I Say You Will" training model.

Wouldn't we trainers be mortified if we discovered that the employee actually did learn in our mandatory training what was expected of them at work, but because of the manner in which they were "made to drink," they swore to themselves that they would never be caught dead doing such a thing?

AN ENVIRONMENT THAT IS CONDUCIVE TO LEARNING

Learning is a process that can be difficult for adults. Adults may feel they should already know certain things. Once you've successfully convinced people the need to learn, the next consideration is ensuring they know how to learn in a risk free environment.

Much has been said and written about the value of Adult Learning Theory in effective correctional training. We could not agree more with the concepts of individual learning programs, multiple choice catalogues, risk free learning environments, and practice session upon practice session. We are in favor of development programs that take place in a proper learning environment, where learners are taught how to learn, where they are coached in how to apply the learning, and where the setting is risk-friendly.

Many adults may not retain study habits once they leave high school or college. Successful training programs are tailored to deal with emaciated study habits and thereby reduce risk to adult learners. A risk free environment is necessary for adults to engage. Consider the following adult learning principle, "Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning." (Speck 1996) Effective training programs have a risk free environment where staff can learn to learn.

A POSITIVE LEARNING EXPERIENCE

Almost every trainer knows that a positive learning experience should be a goal of his or her program. The difficulty is figuring out what constitutes a positive learning experience for each student. Typically trainers think of making sure the training environment is comfortable and free of distractions, the lecture is broken up by class participation, the

[8] Jack W. Brehm, *Response to Loss of Freedom: A Theory of Psychological Reactance* (Morristown, NJ: General Learning Press, 1972).

presentations are on a nicely designed PowerPoint, and the instructor is dynamic and engaging.

Yes, all of these things are important and should always be taken into consideration, but a positive learning experience for each student can be taken further. A study of adult learning principles indicates that the material must be seen as relevant by the learner. Trainees need activities built into the learning that help them “move beyond understanding to application, analysis, synthesis, and evaluation” (Speck 1996). Positive learning experiences for each individual enhance training-to-job transfer.

The theory known as Maslow’s Four Stages of Learning also has great relevance for understanding the experience of the individual student. The four stages are:

Stage 1—Unconscious Incompetence
Stage 2—Conscious Incompetence
Stage 3—Conscious Competence
Stage 4—Unconscious Competence

Again, the reader is urged to recognize the influence of participant willfulness in these stages. Consider the outlook of a veteran correctional employee who is dealing with all the day-to-day struggles and challenges that that job entails. How does that employee react to being told that she has to attend mandatory training on the new supervision model that the new administration has selected? She rightly picks up on the implication that her skill set is at Stage One, Unconscious Incompetence. Is this employee likely to see the mandatory training as relevant to herself, given all of the successful work days she has experienced over her career up until now? What does it do to her intrinsic motivation to be told by new administrators that she’s incompetent at a job she has been doing for years?

But if I discover my incompetence on my own, in a non-threatening way and in a voluntary environment, that’s a different story. Such a discovery can be a powerful motivator. This one single change—from being told that I am incompetent to voluntarily discovering, on my own, that there is more I can learn—is more important than any discussion of training hours will ever be. When that discovery occurs, the motivation for learning has moved from your hands as trainer to the hands of the participant as student. If that insight is accepted properly by the learner, the platform is set for Stage Two of learning, Conscious Incompetence.

In Stage Two, rather than fight against the message or the messenger, the learner has begun to say, “Hey, maybe I don't know everything. Maybe there is something I could do better.” Conscious Incompetence is an inherently anxiety-producing place to live and work. Once students have recognized their own limitations, their personal motivation to improve takes over. In this way, Stage Two, Conscious Incompetence, is the key to further learning.

No one likes to stay at Conscious Incompetence. Everyone naturally strives to overcome this stage. What we trainers fail to take sufficiently into consideration is how much trial and error it takes for one person—let alone an entire class—to move beyond Stage Two through Stage Three to Stage Four.

In Stage Three, Conscious Competence, I know how to do something new, but I don't know it very well. I recognize that new skills exist to be learned and I know that I am on the right track, but I have to remind myself of the steps to take to get to the new outcome. None of it comes naturally yet, as it will in Stage Four. I might find that I have forgotten on occasion, or slip into bad habits when I'm not at my sharpest, or simply get it wrong once in a while. But I know I'm moving in the right direction. In contrast to Stage Two, which is inherently anxiety-producing, Stage Three inherently provides positive reinforcement. As long as I continue practicing, Stage Four is in sight.

And if we have strategically built in an enhanced Moving Part 5, Workplace Reinforcement, then training/job transfer becomes a real possibility.

Adult learning research indicates that learning is longest lasting (Stage Four) when the student has had the opportunity for multiple attempts (in Stages Two and Three) at Trial and Failure, eventually leading to Trial and Success. Repeating as necessary is the rule, not the exception.

The process of training delivery can be quick. The adult learning process, though, can be quite lengthy. Beyond a couple of role plays at most, how much practice do we correctional trainers build into our training modules? Given the limited time resources we have, probably not enough. Can you imagine a student teaching assignment at an elementary school that takes place in only one day, or one week? What if only a few of the student teachers in the class are required to actually practice the job, while everyone else just observes?

Repeated physical training is, in fact, the model we would propose. The amount of practice needed to move from Stage Two to Stage Three (Conscious Competence) and then to Stage Four (Unconscious Competence) can be reached only when trainers apply the physical training model to other traditionally non-physical training subjects.

How else but through sufficient practice can a learner develop the skills necessary to deal successfully with the complex and difficult challenges of corrections work?

Let's review just 10 of the skills expected of a professional corrections officer:

- Managing a variety of types of mentally ill offenders.
- Fully protect him- or herself from multiple offender manipulation tactics.
- Writing several different types of required reports.
- Supervising a 10-inmate work crew in the community.
- Conducting a single-officer home visit.
- Verbally diffusing a gang argument.

- Conducting an investigation.
- Searching a visitor for contraband.
- Holding a classification interview.
- Recognizing a staged distraction.

The correctional tradition already recognizes this truth: that people learn by practice. It's just that employees typically experience their "practice" sessions while they are on the job and uncoached. They are learning in the moment—when mission, safety and performance are on the line—rather than in training, where a positive and risk-free learning experience can be structured.

Trainers and their agencies would be better served if they considered most, if not all, training subjects to be physical skills subjects and scheduled sufficient practice time into each module. But trainers encounter resource issues at Moving Part 1, Organizational Readiness, in the form of the limitations of our policy and budget.

What typically happens, then, is that trainers compromise by providing just enough information for the inherently motivated employee to move from Stage One to Stage Two in the classroom. We then implicitly tell them to move from Stage Two to Stages Three and Four on their own—while they are at work, away from us, away from a risk-free environment, and in a location where practice and failure have potentially disastrous organizational and personal consequences.

Meanwhile, the inherently unmotivated employees have never even reached Stage One with us, but we trainers still count their bodies and their hours and report them in our Monthly or Annual Reports as if they were successful students.

Learner motivation, job satisfaction, and worker effectiveness can be strengthened by attention to some simple principles. According to Hackman and Oldham, higher internal work motivation results when the work is meaningful, it provides increasing responsibility, and the worker understands the results and outcomes of his or her work.[9]

Work is more meaningful when it includes:

- Skill variety (the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person);

- Task identity (the degree to which a job requires completion of a 'whole' and identifiable pieced of work, that is, doing a job from beginning to end with a visible outcome); and

[9] J. Richard Hackman and Greg R. Oldham, *Work Redesign* (Reading, Mass.: Addison-Wesley, 1980).

- Task significance (the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or the world at large)

Work contributes to increased responsibility when it includes:

- Autonomy (the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used).

Knowledge of results is fostered when the work includes:

- Job feedback (the degree to which the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance).

While these factors could be the basis for some fascinating correctional employee research, they have profound and immediate relevance for the correctional training practitioner. Very simply, have you analyzed your training material with these factors in mind? First, have you analyzed your classroom material to see how frequently a skill based component could or should be included but isn't? Second, when designing that skill component, have you found ways to create positive participant motivation?

Integrating inherently motivational elements into your skill-based training activities will take adult learning that extra step. This means including:

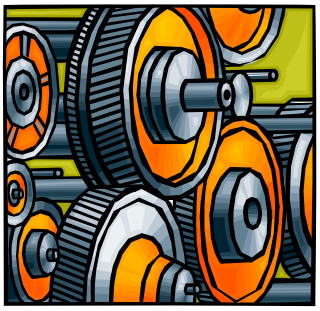
- Multi-tasking and beginning-to-end completion;

- Information as to how the performance improves life for the participant and others;

- Discretion in performance, and

- Direct and clear feedback.

MOVING PART 5—WORKPLACE REINFORCEMENT



A positive field experience is vital for training participants who are transferring their new knowledge to the job.

Few things undermine your training and an employee's motivation more than a negative workplace culture toward the techniques they have been taught. We believe that this Moving Part has more power than any other to sabotage or support your every effort. If the participant's personal willingness is the heart of the matter, then the local workplace culture is the rest of the "body" that performs work in your organization.

The ironic thing is that we trainers all know that organizational culture and workplace support matter, yet we do nothing to influence them. The message of this paper is that the truly effective correctional training program, plan, and strategy has addressed this domain. Your training agenda needs to recognize the power of culture, build in supports and accountabilities as necessary, and take culture into consideration when evaluating program effectiveness.

Workplace Reinforcement is found in each Moving Part. It is a relevant element in Organizational Readiness, it needs to be built into your Curriculum, it should be considered in your Delivery Methodology planning, it directly influences Participant Engagement, and it is the location where any meaningful Impact Evaluation takes place. Without Workplace Reinforcement, you have a catalogue of courses, an unpredictable percentage of willing students, and some sincere hopes to influence staff performance on the job, but not much more. And we're sorry.

This section will undertake an examination of some of the contributing factors to workplace culture, will introduce research related to and examine implications of social learning and attitude-behavior theory, and recommend options for improvement. In this discussion, we will be as thorough as possible within the scope of this paper, but not exhaustive. We believe this topic has been crucially overlooked in training development programs. It deserves far more strategy time and conversation. It is clear that this issue is central in trainers' routine and historical complaints, which are virtually identical from jurisdiction to jurisdiction. Trainers need to recognize that this is a systemic issue and therefore requires a systemic solution.

We also believe that our administrative and executive staff typically do not recognize culture and workplace reinforcement as a training effectiveness problem. For that

reason, training plans are not required to mention it, and trainers are not asked to help fix it, though it may be the single biggest training effectiveness problem of all. Not only is this issue not “owned” by the training staff, no one in the organization usually feels that they own this issue, and so it goes without being addressed anywhere.

Finally, we believe that the subject deserves much more clear-eyed and optimistic conversation than the small contribution we will make here. We look forward to those future contributions and invite the reader to take this forward.

CAN TRAINERS SOLVE THE ATTITUDE PROBLEM?

Imagine a work environment that hums with curiosity when a colleague rejoins it after having completed your training program. Imagine students who can’t wait to try out your ideas at work after they leave your class. Imagine formal and informal workplace leaders supporting behavior change in others to such a degree that the working environment becomes as close to a risk-free classroom model as business necessities will allow.

Our guess is some trainers have had some of these experiences in real life. A great supervisor or Field Training Officer can make it happen on his or her own. But our additional guess is that none of us has a strategy in place to create this dynamic system-wide, though we may have some part of it in place for our new employees. So we ask, what would such a strategy look like?

Starting with new employee training, let’s examine what leads to an ineffective training culture.

Why do some veteran employees tend to resent and look down upon those who are new to the profession? A list of answers might include the following:

- Maybe it’s a kind of natural phenomenon. New people represent change, a change to the team, or perhaps have new ideas of how to accomplish things. A study of situational leadership indicates that employees are at different motivation levels at different points in their careers. New people tend to be highly motivated and energetic because they do not have enough knowledge about the job for the dreariness of routine and stress to kick in. More veteran people do have that knowledge and tend to be less motivated. This creates resentment toward the new staff who are rocking the boat.

- Another reason veterans may resent new employees is that the veterans need to put out added effort to bring the new staff into the work flow. It is more difficult to explain and show a new person how to do a job than it is to simply do it yourself. This extra burden on staff can lead to negativity.

- Beyond that, new employees get all of the attention. They experience swearing-in ceremonies, graduation ceremonies, motivational speeches, awards, and

handshakes; they get certificates, plaques, and pictures taken with their loved ones, and they are told they "are the future of the profession." In an effort to ensure that they feel welcome and stay with us, correctional agencies roll out the red carpet for new people. How are veteran employees recognized in your organization? They are just as much the future of the profession as the new staff—so where are their ceremonies, speeches, and handshakes?

There could be many reasons why negativity exists toward new people. The trick is to examine your own agency.

FTO PROGRAM DYNAMICS

Another big question concerns the companion responsibilities of training staff and evaluating their performance. If trainers and field training officers have some evaluation responsibility, do they also have any accountability for new employees who fail? In other words, does someone ask questions about why the trainee is failing, if this happens to be the case? If so, how do you expect the FTO to respond?

Without some attention to this point, your field *trainers* might end up being just field *evaluators*. Evaluating and grading is an expected part of most field training programs, so it's a matter of emphasis. If your FTOs emphasize evaluation over training, they could be failing to teach just as much as the new employee is failing to learn.

One way to overcome this problem is to have the trainee present, to a panel of trainers, a particular competency. The FTO coaches the trainee through the competency until both feel it has been mastered through explanation and demonstration of the skill. At some logical point in the program, the trainee teaches the competencies back to a panel, by both verbalizing the relevant policies and procedures and demonstrating the skill. This kind of approach allows for evaluation of the trainees by a group and helps to prevent the FTO from getting too focused on evaluation. Another advantage is that if the panel recognizes a weakness in the trainee, there is a collaborative approach to remediation and, if necessary, to making the decision that the trainee cannot master the skills.

A positive field experience doesn't just happen, it requires design and execution. Generally in a training/development program there is the classroom portion and then the field training portion.

This raises some strategic questions:

- Is the classroom information consistent with current practical application?

- Do veteran line employees recognize the need for consistency from classroom training to on the job performance?

- Do your FTOs also teach in the classroom, or do they have any input on the classroom subject matter?

- How are the FTO's selected? Is that assignment voluntary or mandatory?

- Are your FTOs given any training on adult learning principles or coaching and mentoring tactics?

Another part of the solution, as stated previously, is creating a learning organization that rewards innovation and change (for the better). The organization must recognize and accept that some manageable amount of failure is an inevitable part of the learning process. Can your FTO's recognize the Four Stages of Learning as they appear in their trainees? Does their method change with the stage of the learner?

THE INFLUENCE OF FORMAL AND INFORMAL LEADERS

Veteran employees possess valuable institutional knowledge. They are the keys to success or failure on a shift. Veteran staff keep jails calm and offices productive. They react immediately to emergencies and back each other up without being asked. They know how to get things done. More often than not, veteran staff demonstrate a positive and successful work ethic on an everyday basis.

It is not uncommon in a correctional environment to hear that the environment is negative. After all, the inmates don't want to be there, their lives are turned upside down, and they hate the staff, right? And then trainers tell veteran staff—and let them tell each other—that they work in a negative environment. It's not surprising when staff end up with negative attitudes.

This is where the vision and mission become critical. Successful managers have turned what has traditionally been viewed as a negative environment into a positive environment. For example, keeping dangerous people locked up helps a community thrive economically. Holding less-dangerous people accountable, helping them overcome addictions, and teaching them skills for successful integration into society add value to the community. Getting veteran staff to buy into the mission and become ambassadors of the mission is critical, and it certainly helps reinforce training effectiveness by creating a positive post-training environment.

Trainers generally assume that veteran staff don't want or need a field training experience. But when guidance and training are provided informally by the astute supervisor, and when trainers ask for their help in guiding the newer staff members into the behaviors we seek, how do veteran employees react? What does the research tell us about why performance improvements happen, and how trainers might intentionally make it occur?

SOCIAL LEARNING

Social learning theory, as proposed by Albert Bandura of Stanford University[10], is learning that occurs through the observation of other people and the modeling of their behavior. It is as common to human nature as breathing, and just as subconscious.

People begin to learn attitudes and belief systems from their parents at an early age just by watching and listening to them. People learn how to carry themselves in an unfamiliar environment by immediately observing the behaviors of others when we enter that environment. When we visit a cultural environment that we have never experienced before—a new country, church, ethnic group setting, professional association, or job—we match our behaviors to those of the people we assume to be more permanent residents. At work, this is often called modeling. In a social setting it might be called peer pressure.

According to Rajecki,[11] for a subject to learn from observing a model, four processes must take place:

1. The learner must be motivated to learn from the model;

2. The learner must focus attention on the model;

3. The learner must retain what was observed from the model;

4. Behavioral reproduction must occur (that is, the learner must practice the behavior).

As to the characteristics of a model necessary for that model to have influence and be persuasive to the target learner, Cooper and Croyle found we should emphasize expertise, trustworthiness, and attractiveness.[12]

Keep in mind that these scientific conclusions are neutral as they relate to training effectiveness. That is, they are neither inherently positive and supportive of training/job transfer, nor inherently negative and destructive of training/job transfer. They simply explain the shaping dynamic that happens between line employees and their formal or informal leadership.

That these factors can and do influence training effectiveness—either positively or negatively—underscores the power of the workplace environment in shaping employee potential. A facility sergeant, lieutenant, or captain who has Cooper and Croyle's three characteristics of a persuasive model and who allows Rajecki's four learning activities to occur will be influential by definition—in one direction or another. It's up to us to make strategic decisions that will cause that influence to be positive.

---

[10] Albert Bandura, *Social Learning Theory* (Englewood Cliffs, N.J.: Prentice-Hall, 1977).
[11] D. Rajecki, *Attitudes,* 2d ed. (Sunderland, Mass.: Sinauer Associates, 1989.
[12] J. Cooper and R. T. Croyle, "Attitudes and Attitude Change," *Annual Review of Psychology* 35 (1984): 395-426.

Trainers should further recognize that in 24/7 correctional operations, those sergeants, lieutenants, and captains are the only authority figures on duty on swing and graveyard shifts and on weekends. They don't have to compete with the administrative hierarchy for motivation or attention (Rajecki 1 and 2), or on perceived expertise or trustworthiness (Cooper and Croyle 1 and 2). They *are* the expert, they *are* the motivator, they *do* demand attention.

From perspective of the line employee, it is not too much of a stretch to say that no other authority figure even matters on most work days. The commitment of the staff in these leadership positions to the training message is absolutely essential. The research tells us that, in the absence of other authority figures, line employees will match their attitudes and behaviors to every nuance of thought, word, and deed demonstrated or uttered by their immediate leaders on the swing, graveyard, and weekend shifts. If the thoughts are positive, the words are supportive, and the deeds are reinforcing, then the training message becomes as good as gold. If the opposite occurs, then the training message vanishes.

We highly recommend—whether you use the scientific criteria mentioned here or a more localized, self-developed version—that your training plan clearly identifies your agency's formal and informal leaders and that their role in reinforcing the training message is strictly and thoroughly accounted for. We cannot emphasize this too strongly. These people are the keys to training/job transfer. They make all of the other Moving Parts successful. It is through them that the mission becomes manifest and organizational readiness is embodied. They can overcome a poorly written curriculum or your worst training day with ease if they choose to do so. They create the environment in which the participant practices his or her new skills.

But they don't do it by magic—and this is where you come in.

- Your formal and informal leaders must understand the training message, agree with the training message, and use the training message themselves.

- They must know how to reinforce the training message (including how to recognize an opportunity to do so when it happens on their shifts), to redirect contrary behavior, and to create a working environment where it is clear that learning new skills and information is a priority.

- They must recognize a manageable risk and allow it to occur, probably with sufficient guard rails in place to ensure that the learner doesn't do irreparable damage in the learning process.

- They must expect success and know how to reward it appropriately as it happens.

If you have to work with these leaders directly on their shift or in their office to make this happen, then do so. Start with one ally who invites you in as a partner. There's always one. Create small successes. Expand your reach from there. But whatever you do, don't overlook these leaders. In a correctional environment and in the eyes of the line workforce, they *are* the workplace culture.

TRAINING IN WORK GROUPS

One possible way to leverage the influence of your organization's mid-level leaders is to train intact work teams together. By this we mean entire offices, units, or shifts attending training at the same time.

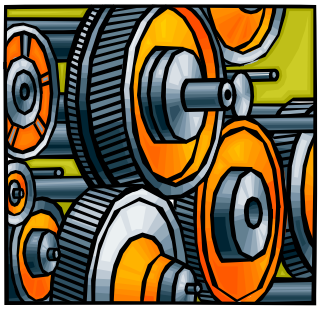
The typical audience model of a few staff from this location, and one or two from over there, and a few more from that division works in many situations but is less than ideal in other ways. It works in basic training, where individual skill development is the key outcome, and in college courses, where subsequent work group support is not relevant. But in work settings involving veteran correctional employees, where teamwork is so crucial and the workplace pressures are so weighty, trainers can use more effective learning models.

We recommend a new form of training design, modeled after other kinds of multi-player, constant-action performance groups. Think of the training methods used by orchestras, singing groups, marching bands, cheerleading squads, military platoons, theatre troupes, or sports teams. These performing ensembles are made up of numerous individual members, each of whom has both a personal and team responsibility to hone his or her individual skills. Members may have defined but overlapping or even interchangeable roles. These groups function in continuous motion. They have an agreed-upon objective, recognizable responses to expected situations, and the capacity to learn from each other. They work together.

And all of these performing ensembles have one behind-the-scenes dynamic in common—they practice together. When groups practice (train) together, they learn together. They then have an increased capacity to support each other when there is real work to be done.

We all laugh when people say something like, "I know that you know that I know that you know . . ." and so on. But imagine that silly phrase uttered between two members of one of your work groups following your training. It could be one simple indication that the training experience has been as effective, at another place and in another time, as you always intended it should be.

MOVING PART 6: IMPACT EVALUATION



We hope in this day and age you don't have to be persuaded that program evaluation is necessary to cement your place in your organization and demonstrate your effectiveness.

Training magazines and textbooks are replete with return-on-investment articles and strategies. And it's been 50 years since Donald Kirkpatrick's classic four-level evaluation model was first published.

Since this highly technical topic has been covered extensively by others with greater wisdom and credentials, we will confine our commentary to a few essential points from our own accumulated experience.

Framing our comments around Kirkpatrick's model, our recommendations are as follows.

LEVEL ONE EVALUATIONS

Level One evaluations are done at the time of the training and are completed by the participant. They reflect *the participant's direct reaction to the training experience*. Questions are usually to the effect of, "What did you like best about the training?" and "What did you like least?" Level One evaluations will generally surface immediate thoughts and feelings.

Beyond beta-testing your new material or a new program, or evaluating a new trainer, or unless your students would feel personally incomplete without them, don't do Kirkpatrick's Level One evaluations ever again. After the beta test run-throughs are done, a skilled trainer knows whether he or she did a good job that day. And with all due respect to our students for putting up with our bad jokes and poor coffee, training/job transfer can not be measured by asking them what they think and feel five minutes before they go home on their training day.

Level One evaluations cause us to delude ourselves into thinking that we've done an effectiveness evaluation. Even worse, because they measure only the training environment, they remind our executives and administrators that our influence is restricted to the training environment, not the workplace where it belongs.

Level One evaluations are counter-productive to true effectiveness evaluations in the sense that they make trainers think they have an effectiveness evaluation program in place when they don't. In no way can Level One evaluations possibly measure actual training/job transfer effectiveness, since the employee hasn't even gone back to work yet. And if we trainers don't have a training/job effectiveness evaluation, we don't have an evaluation program.

LEVEL TWO EVALUATIONS

Level Two evaluations are also completed by the participant at the time of the training and are intended to measure *immediate change in the participant's knowledge or skill*. Level Two evaluations may be written tests, physical demonstrations, or some other kind of monitored performance.

Level Two evaluations are fine, as far as they go, but when setting out to measure knowledge, do not make the mistake of thinking that writing a valid test is easy. This is especially true if you intend to use in-class examinations to make work-related decisions such as retention, special assignments, or promotion. Be aware that you are in for an extensive and expensive validation process before the instrument can be used as you hope.

Writing test questions that discriminate between knowledge and the lack thereof is a skill in itself and should not be taken lightly. Grading scales also require careful thought. When you decide that 80% is a passing score for a particular base of knowledge, you must be able to demonstrate that the employee who scored 81% on that instrument (and passed) is significantly more knowledgeable than the employee who scored 2% lower and did not pass.

On the other hand, as described in the previous section, you easily can use written tests or physical demonstrations as training aids to ascertain rough performance levels and to guide future learning. This should not be confused with a true Level Two evaluation, however.

LEVEL THREE AND FOUR EVALUATIONS

At Levels Three and Four, training evaluators begin to get into genuine training/job transfer effectiveness territory. Levels Three and Four both require a baseline measurement followed by longitudinal measurements over time. Level Three focuses on *individual measures demonstrated at the work place*, and Level Four examines the accumulation of individual behaviors that produce *an organizational outcome*.

Our caution here is that if you spent your time, energy, and other resources on evaluations at Levels One and Two, you probably won't have much left for Levels Three and Four. Therefore, we recommend starting with Levels Three and Four and even concentrating on them exclusively.

We will illustrate this using our report writing initiative as an example.

- A Level Three evaluation could be accomplished by having a community college writing instructor conduct a blind and paired grading of report samples by the training participants, taken before and after training. Then, the instructor could compare these data with a similar blind and paired grading of report samples from non-training participants. This process would yield several sets of measures, two of which would include performance change by the trainees, and a comparison of performance change by trainees and non-participants.

  Note that comparing the skills of trainees to non-participants would be interesting, but it would not by itself be a training evaluation. Non-training factors could explain any differences in the two groups.

- A Level Four evaluation of the report writing training initiative would examine changed results in the use of reports prepared by training participants, pre- and post-training. This would require the collection of data from multiple, and perhaps external, sources. The evaluator would consider the purpose of the report and design a tool that could measure the change in professional effectiveness of the report.

  —Were the reports' conclusions more frequently sustained?
  —Did the reports contribute to reduced costs or increased safety?
  —Did the behavioral descriptions result in improved programming outcomes for individual offenders?

The difficulties with Level Three and Four evaluations are probably obvious. Evaluations at these levels are time- and effort-intensive, and they commonly are therefore under- (or un-) resourced. They require baseline data. They are complex (certainly more so than "What did you like best and least about the training?") and therefore open to misinterpretation and debate. The evaluator must be very particular to ensure that the changes that are being measured are the result of the training experience and not other, non-training factors. Finally, higher level evaluations often require moderate or greater expertise in statistical analysis.

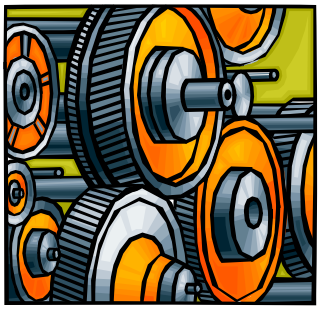
We urge one additional caution. Unless the influence of the workplace culture is specifically attended to in the evaluation design, we believe that evaluations at either level could overlook it.

In its strictest sense, even Kirkpatrick's Level Four can become an evaluation of a collection of individual trees as opposed to a picture of the entire forest. Organizational-level indicators of the effectiveness of training could include incident reports, use of force reports, staff or inmate disciplinary data, infectious disease data, staff or inmate grievances, or whatever else relates to a training topic. By looking at operations on this

level, trainers and other agency leaders can more easily recognize both organizational success and training effectiveness, since both are intertwined.

A football team knows when they make a touchdown. How do we in corrections, and particularly correctional training, know when we achieve a similar success?

SUMMARY



Correctional trainers spend their time ineffectively when we don't concentrate on the parts of our overall system that truly matter.

We base this conclusion on our own personal experiences. While we honor our colleagues, our executives and administrators, and especially our training participants, nevertheless this conclusion is inescapable.

In framing this paper, we started with the assumption that every trainer is passionately committed to his or her programs and serves as a missionary for best practices to the work force. Such is our belief in the commitment that our colleagues bring to our profession. Yet despite their commitment, we find correctional trainers are universally frustrated about the degree of their actual influence on job performance.

We examined the training system strategically, questioning our assumptions about resources, training standards, and our own creative imaginations. Our core belief here is that our training colleagues don't want to merely deliver entertaining training days, but to enhance the performance outcomes of individuals and the agency as a whole.

We identified the Six Moving Parts of correctional training, presenting the elements of effective training in a systemic perspective that emphasizes their inter-relatedness.

We identified which Moving Parts we believe are commonly overlooked—powerful yet insufficiently considered elements in correctional training that need to be brought to the surface. And we provided strategies for focusing more attention on them, citing research from the behavioral sciences as tools for clarification.

We have concluded, specifically, that correctional trainers spend far too much time on curriculum development, instructor preparation, and Level One evaluations.

- We have suggested that curriculum development is one of the easiest parts of the correctional trainer's job. It may be one of the most enjoyable aspects, as well, but it's important to realize that focusing on curriculum development may not be the best use of your limited time. Given the linkages between jurisdictions that exist through regional networks, public safety policy groups, vendor presentations, federally sponsored collaboration programs, and simple one-on-

one exchanges between colleagues, it's likely that the curriculum you need is just an e-mail request away.

- Likewise, instructor skill development is an important part of the training business, but we need to remember that the instructor's influence often is temporary at best and distant from the workplace in space and time in virtually every case.

These factors have much less impact on training/job transfer effectiveness than do the Moving Parts of executive understanding and support, individual participant motivation, workplace culture (especially the influence of formal and informal leaders), and comprehensive longitudinal evaluations.

We urge trainers to focus their strategic intention toward what we consider to be the two most powerful factors:

- Maximizing the motivation of individual training participants (Moving Part 4, Participant Engagement); and

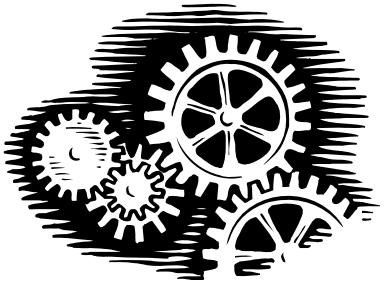
- Leveraging the influence of workplace leaders on the post-training experience (Moving Part 5, Workplace Reinforcement).

These two factors recognize that the goal of correctional training is that our students perform in an enhanced manner in the future at their work site—not in our classrooms or on our defensive tactics mats during their training days. Our effectiveness as trainers is based on what they do, at work, at some time in the future. Failing to account for the psychological and sociological influences of that other place and time is as much a failure in training effectiveness as are disorganized material and unprepared instructors.

Evidence-based correctional training deserves a place at the policy table. But to prepare for that discussion, trainers must understand how our current practices do not contribute to effectiveness as they should.

Correctional trainers have the potential to radically change our profession for the better. We have no doubt that the energy, intelligence, commitment, and professional skills to accomplish this grand task exist in every corner of the corrections discipline. It is no little thing, and we commend you all for your efforts in that direction.

POLITICAL SIDEBAR: WHY IS CORRECTIONAL TRAINING TRADITIONALLY UNDER-RESOURCED?



We believe that many of our training resource issues relate to the perceived cost-benefit of spending money on the offender population.

At root, this is about the public's perception of the social value of the offender population.

Training for people who provide services to other audiences seems to face fewer resource restrictions. Teachers, counselors, and nurses provide easy contrast, but consider also the entry-level training requirements for massage therapists and hair designers in your jurisdiction compared to those of Correctional Officers.

If the offender population has minimal social value to the general public, then the value assigned to the professional development of the employees who supervise them is minimal as well. The impact on correctional employees is that their development as professionals has suffered. This has been experienced by the profession nationwide; it is not an isolated phenomenon.

We in corrections have told ourselves that we just can't compete. Those who assign resources to correctional tasks also must allocate resources to the tasks of childhood and collegiate education, public health, environmental resources management, service to a large variety of groups in need, and many more. The perceived cost-benefit ratio is upside down for correctional trainers compared to other service providers.

Those of us who spend our professional lives with correctional employees understand that they are asked to do complex work on a daily basis—work that is life-changing, life-protecting, even life-saving. None of us would continue to see physicians or send our children to schoolteachers whose professional development and training were as out of proportion to the skills needed as is the case for correctional employees. No one would stand for it. Patient and student advocacy groups would rise up in protest; lawmakers and politicians would examine the issue with great care and concern; resources would be provided.

We suggest that the issue comes down to the expectations that our stakeholders have for the outcome of incarceration and/or supervision.

At least three mistaken yet commonly held beliefs undermine the public's perception of corrections:

1) Probation is a slap on the wrist;

2) Inmates should never be seen or heard from again once they are sent to prison or jail; and

3) Post-release supervision is a revolving door.

Ultimately, the questions are these: What kind of job do our agencies want line correctional employees to do? Do we want them to attend only to the short-term tasks related to the immediate period of incarceration and supervision? Or should agencies take greater advantage of the 24/7/365 contact that correctional professionals have with offenders to positively influence their behavior over the long term?

Two increasingly recognized factors can help us overcome the barriers that are inherent in the negative popular view of corrections.

- First, the public is beginning to realize that somewhere around 99% of people who are incarcerated at any given time will eventually be returned to our communities. They also understand that 100%,of those being supervised in the community have the potential to affect public safety. This increases the value that the general public will place on the offender's long-term crime-free behavior, and on the role of correctional staff in influencing that behavior. Society will increasingly value the professional development of the correctional employees to whose care these members of society temporarily have been assigned.

- Second, the research on "What Works" and evidence-based practices has created a new body of correctional science. This in turn has contributed to an understanding of daily supervisory practices that staff can apply to positively influence offender behavior change over the long term. The opportunity to play this role in offenders' lives is available to all levels and classifications of correctional employee.

Naysayers may ask, "Are you seriously telling me that ALL offenders will change?" Though the logical answer is, no, we cannot change every offender, this does not mean we should abandon all attempts at long-term behavior improvement for all offenders.

Let's try applying that logic to other fields. Would you want your family doctor to say to you, "Not all cancer patients can be saved, so we won't be providing treatment for your mother"? What if your child's school system said, "A lot of kids are truants, so we won't be holding the 9th grade this budget cycle"?

And what are we trainers learning from the evidence and the science of corrections? What if we ask the questions other professions ask themselves, such as: What incremental improvement can we reach? How many victims would be spared in our jurisdiction if 1% more of the released offender population committed no further crimes? Can we make that number 2%, or 10%, or 20%, or more? How much would those incremental improvements be worth, in dollars and in other measures?

As trainers, can we develop our correctional employees in ways that increase that percentage? Of course we can. Other professions are raising their sights and improving their effectiveness—and they don't settle for anything as small as 1% to 2% improvements, either. We in corrections can do the same.

Corrections can make a difference in offender outcomes, and our ability to do so can receive the recognition it deserves. It will take evidence-based supervision and treatment being applied by skilled work crew supervisors, jailers, correctional officers, field officers, and of course our allies in the form of teachers, counselors, and therapists. Though our efforts won't be 100% successful with the offender population, we can still achieve a great deal.

And we will achieve it by providing our staff the training and development they need.