

**U.S. Department of Justice
National Institute of Corrections**



**Strategic Training:
Training for Agency Training
Coordinators/Directors
FY-2007**

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National Institute of Corrections Contact Information

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

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

Morris L. Thigpen, Director
Larry Solomon, Deputy Director

George M. Keiser, Chief
Community Corrections/
Prisons Division

John E. Moore, Chief
Offender Workforce Development

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

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

Robert M. Brown, Jr., Chief
Academy Division

Virginia A. Hutchinson, Chief
Jails Division

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

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

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

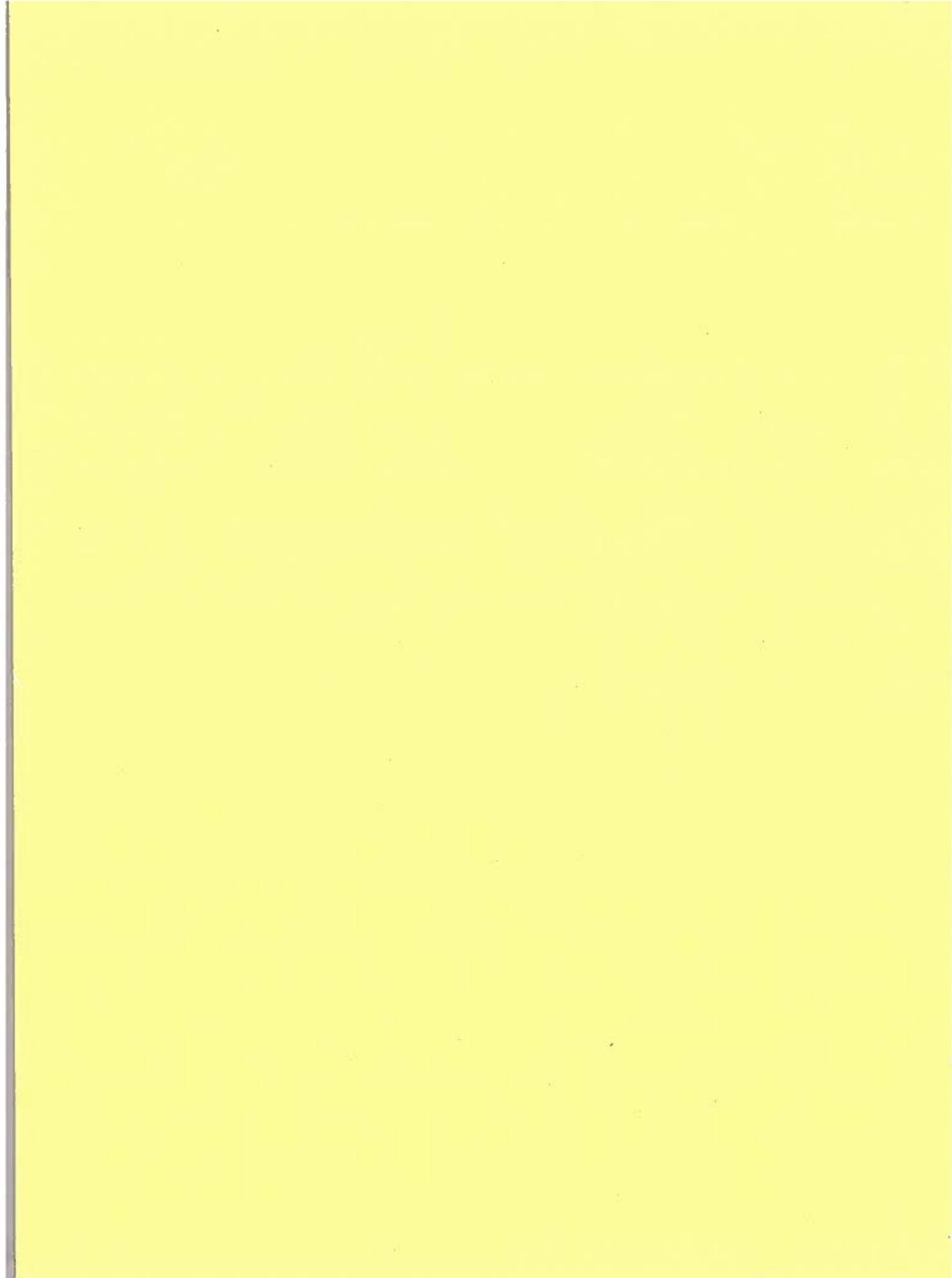
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ACADEMY DIVISION

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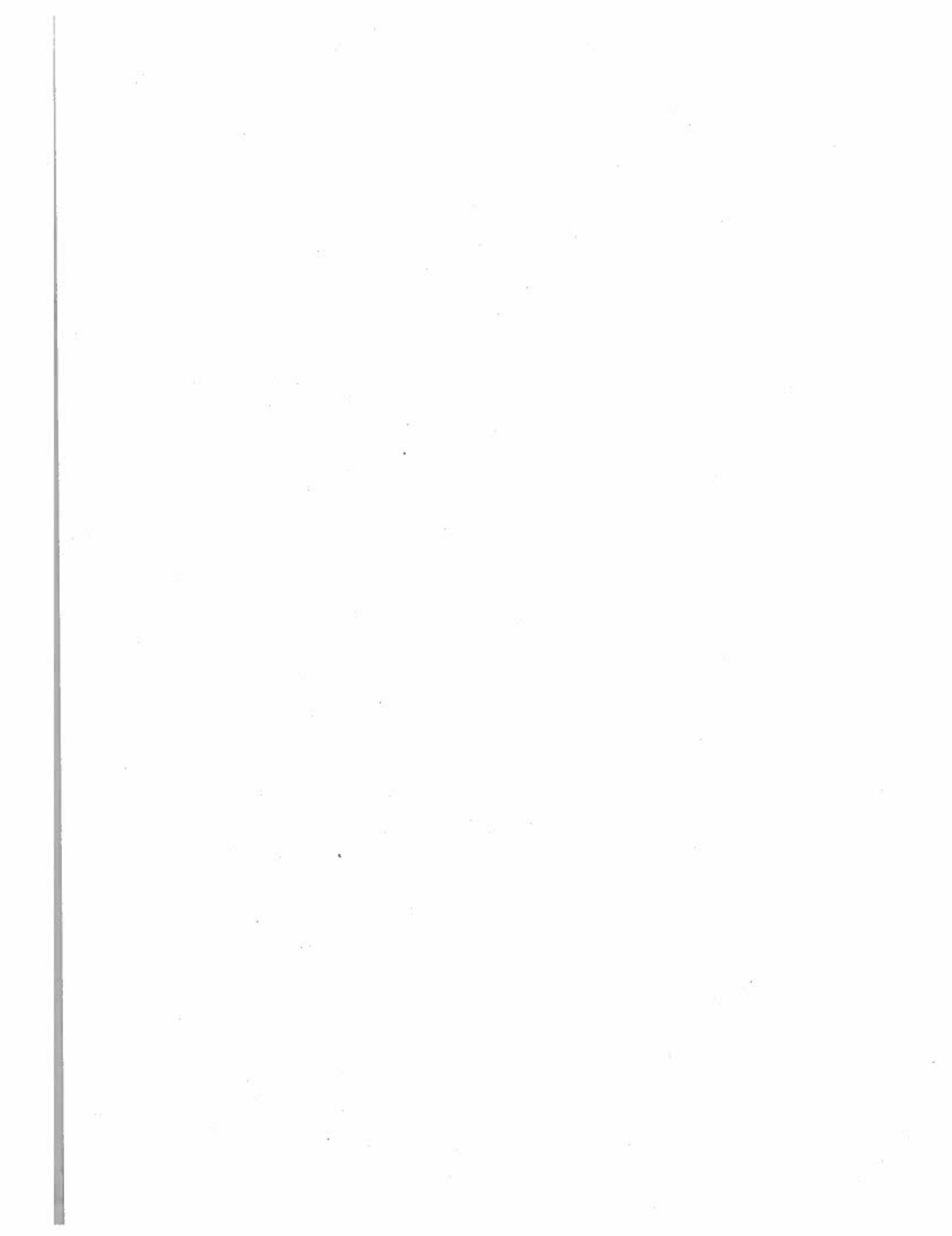
NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

TRAINING FOR AGENCY TRAINING COORDINATORS

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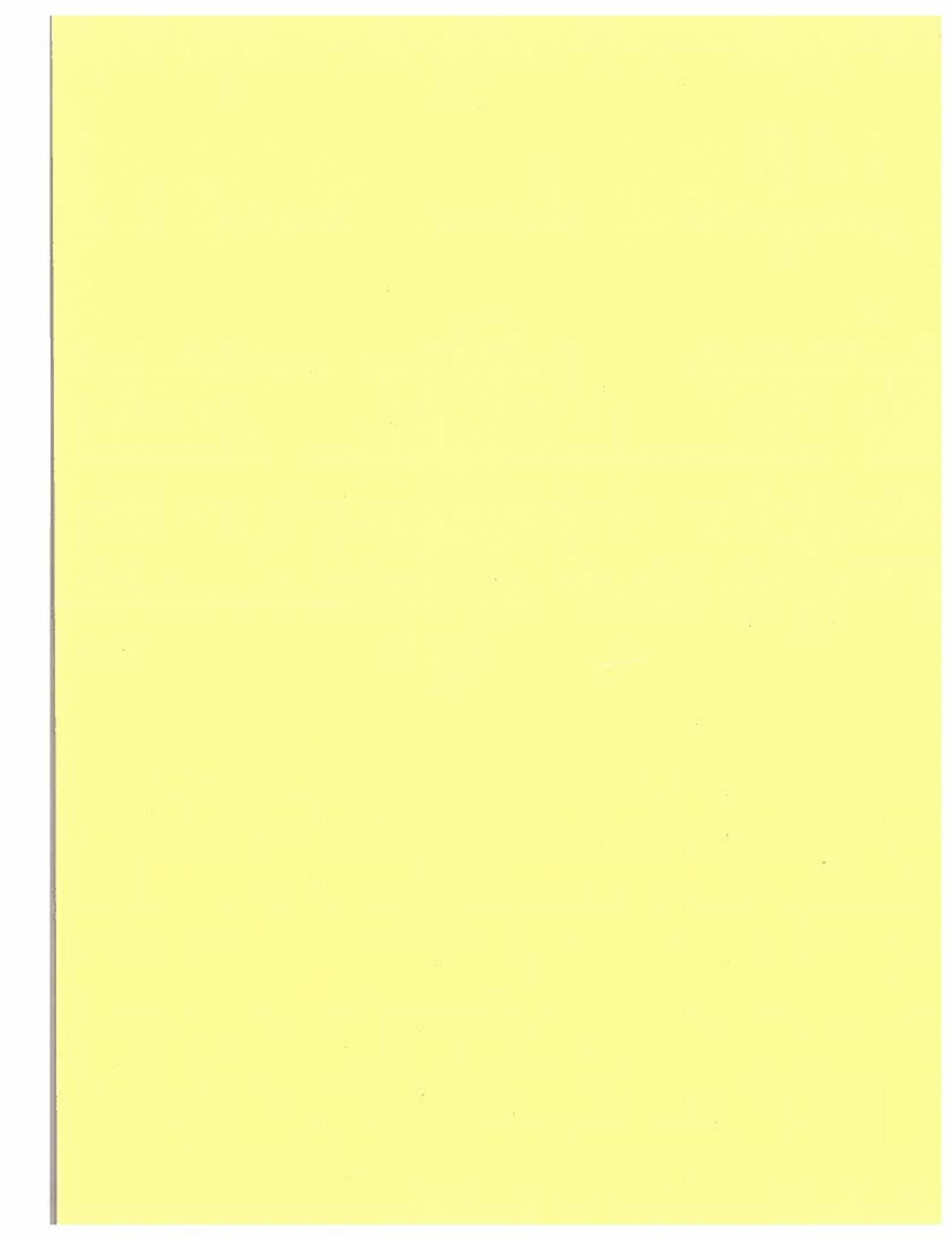


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Module One

Introduction and Overview



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STRATEGIC TRAINING

**TRAINING FOR AGENCY TRAINING
COORDINATORS/DIRECTORS**

TRAINING PROGRAM GOAL

This program will provide correctional training coordinators/directors with the knowledge and skills required to systematically plan, develop, and coordinate *strategic* training programs for new and existing correctional employees.

TRAINING PROGRAM OBJECTIVES

At the end of this program, participants will be able to:

- ① Explain the key tasks of a training coordinator**
- ② Identify key elements of training policy and procedure**
- ③ Identify key components of the annual facility training plan**
- ④ ID & Address relevant learning needs/training topics**
- ⑤ Develop/approve training methods to address learning styles**

- ⑥ Review/analyze performance objectives
- ⑦ Assess thoroughness of lesson plans
- ⑧ Analyze new employee FTO/OJT programs
- ⑨ Implement alternative training strategies
- ⑩ Assess thoroughness of training documentation
- ⑪ Assign appropriate assessment methods to measure performance/agency impact
- ⑫ Develop solutions to training issues
- ⑬ Analyze existing agency training system and plan for enhancements
- ⑭ Prepare/deliver a report on the week's significant learning & make recommendations (Longmont training only)

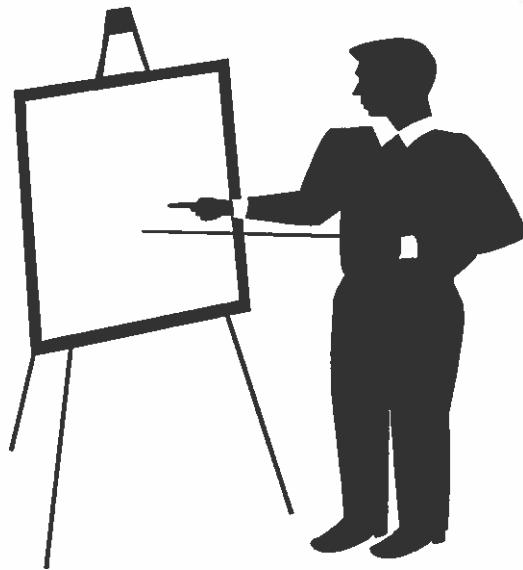
WHY ARE WE HERE?

DEFICIENCIES IN YOUR CURRENT TRAINING SYSTEM

Your first small group assignment is to:

- ① Introduce yourselves quickly to each other at your table.
- ② Develop an efficient way to introduce your table group members individually to the rest of the class.
- ③ **Important:** *Identify deficiencies in your current training system.* Hold a discussion and brainstorm a **list of deficiencies** in your current training system. Choose a note-taker and reporter. We will compile a master list on chart paper. Please record the items from the master list below.

Current Deficiencies in Training System

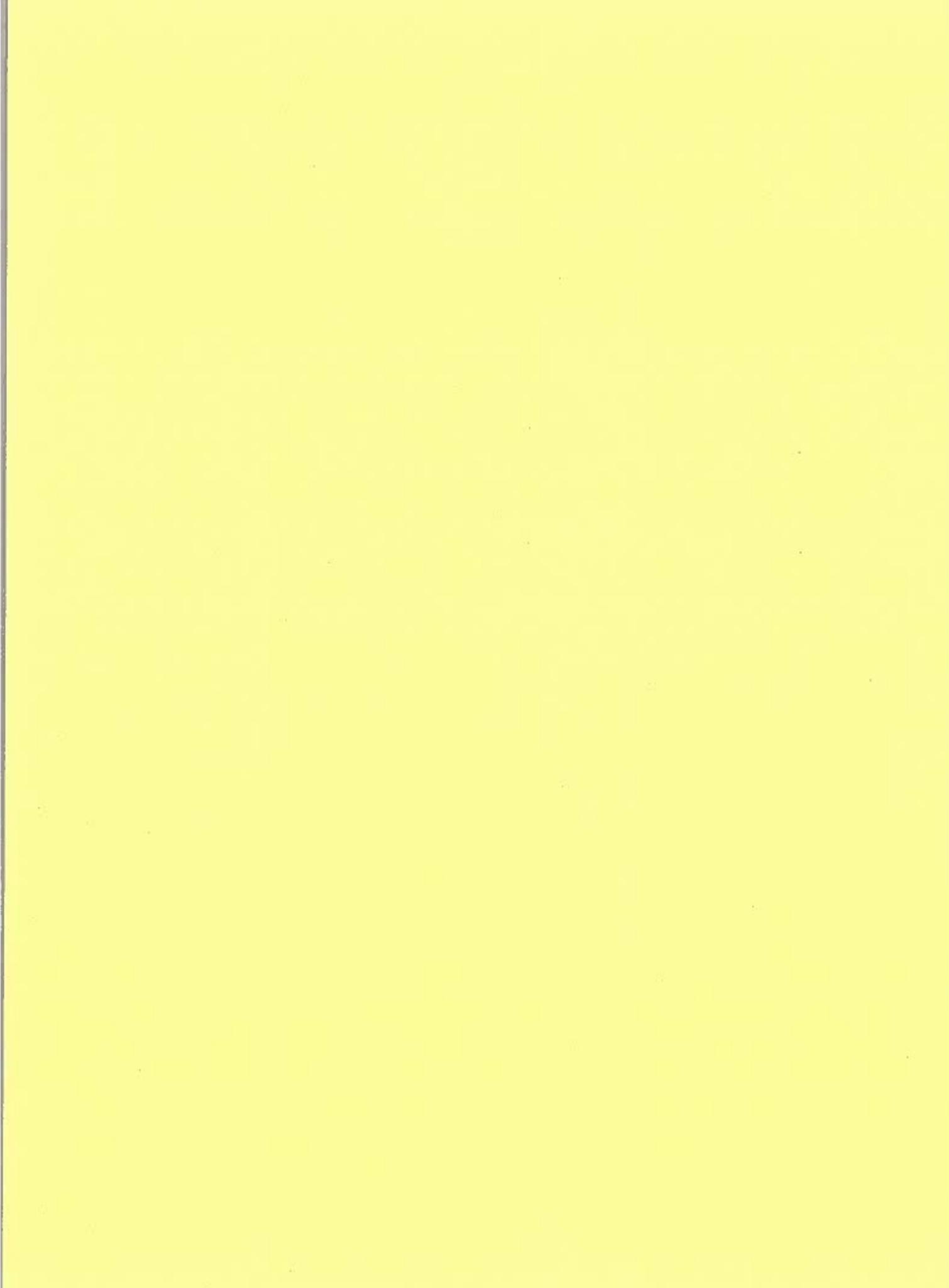


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Module Two

Agency Training Overview



AGENCY TRAINING OVERVIEW

A. Module Objectives

After completing this module, you will be able to:

- ① Explain at least 10 agency benefits from developing and coordinating effective training programs;
- ② Discuss the affirmative duty to train, failure to train liability, and training as prevention by analyzing the administrative liability triangle;
- ③ Apply the 6 elements of *defendable training* to analyze deficiencies in current training development, delivery, and documentation; and
- ④ Explain the significance of at least three guiding principles of effective training development.

B. Key Question

QUESTION: WHY TRAIN?

What agency benefits can be gained by training staff?

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

6. _____

7. _____

8. _____

9. _____

10. _____

C. Primary Goal of Training

Change behavior to increase performance on the job

How are we going to do that?

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

D. Training Liability

✓ Training is **not an option**

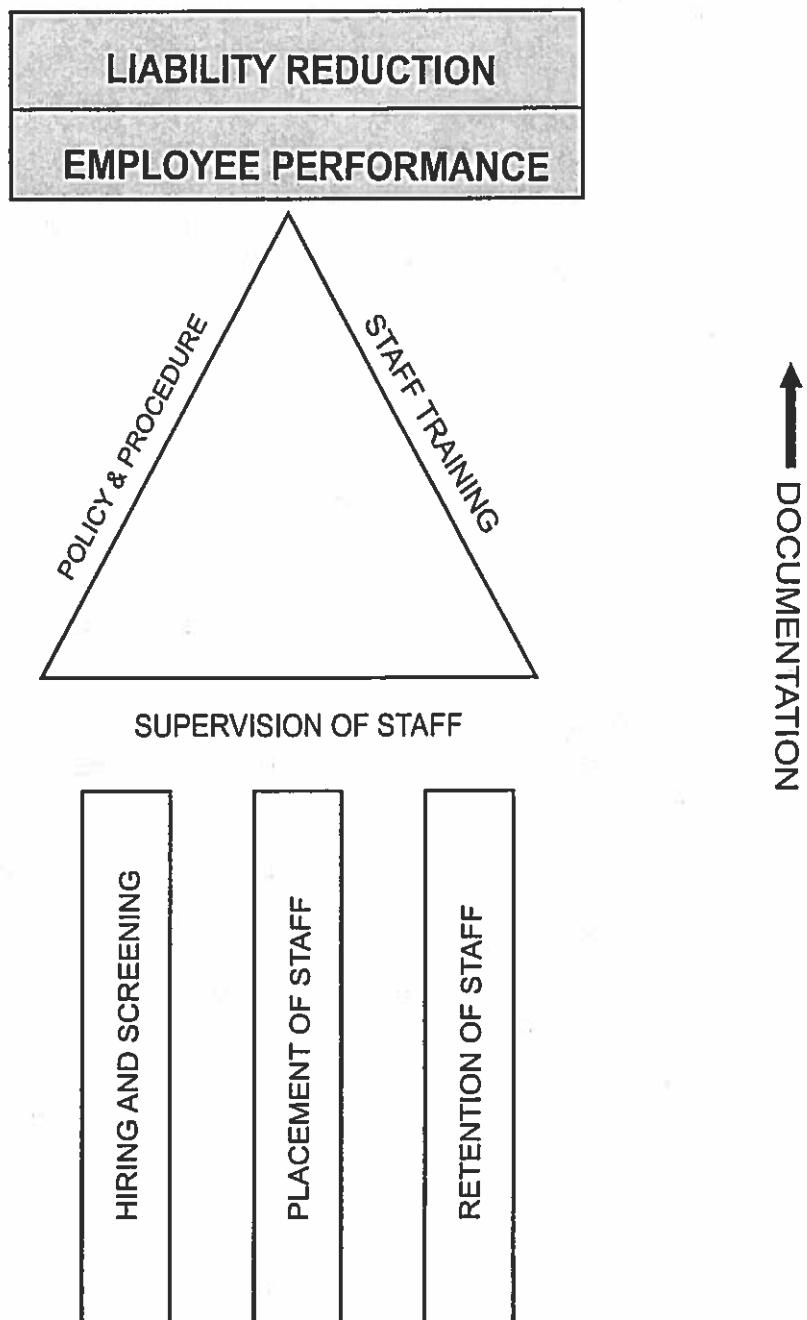
✓ **Affirmative Duty** of the administration

✓ If no valid training “you will proceed at your own peril”

✓ Plaintiff only needs to assert and support an **affirmative link** between the constitutional violation and a reasonable assumption it could have been prevented by training.

THE ADMINISTRATIVE LIABILITY TRIANGLE

AFFIRMATIVE DUTY TO PROVIDE



TRAINING IS PREVENTION ↳

Fewer Goofs

equals

Liability Reduction

A good training program is like having good insurance coverage.

E. TRAINING DEFINED

Training:

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

From someone having it to someone needing it

Where something is acquired and applied

Resulting in something of value for the agency

Defendable Training:

1. Based upon specific objectives

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

2. Must be job-related

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

3. From an appropriate source

- Qualified by credentials
- Qualified by knowledge and/or skills
- Qualified by performance
- Qualified in development and/or delivery as appropriate

4. Of sufficient duration (quantity of training)

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

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

- Participant feedback ☺
- Individual student assessment/Proficiency testing
- Improved performance on the job
- Agency improvements

6. Appropriate staff were participating

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

When all of the above 6 items are

Well documented

=

Defendable training

F. Training Policy and Procedure Versus the Annual Training Plan

❖ Training Policy & Procedure Section of Manual

Generally just reviewed each year and updated.

❖ Annual Training Plan

Developed new every year based upon need and problems identified.

G. Strategy for Effective Staff Training

1. New vs. Existing Employees

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

2. All Employees are Different

Each Employee , either new or existing, has

- ☞ Different *needs*
- ☞ Learns *differently*; and
- ☞ At different *rates*

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

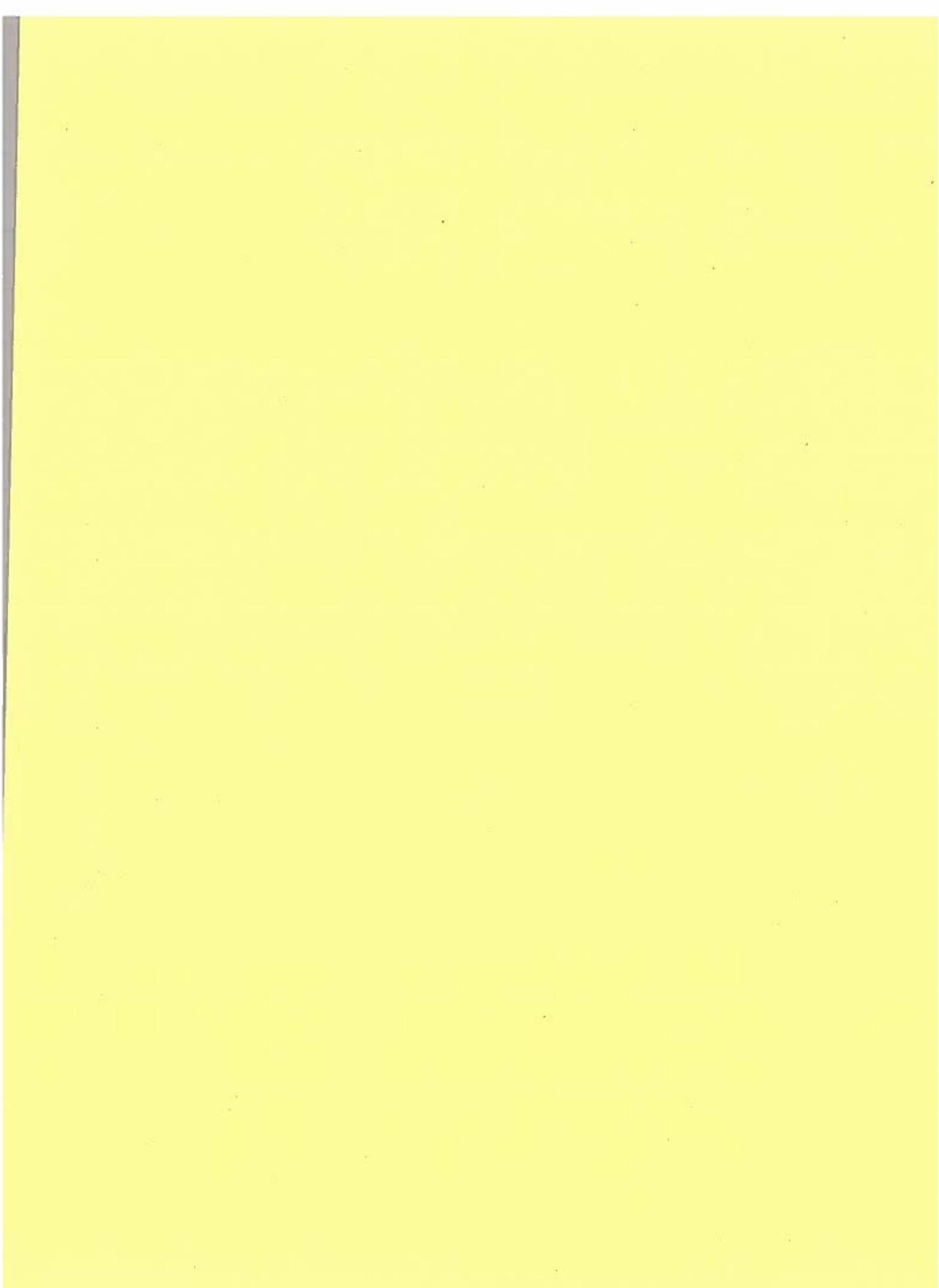
“Different Strokes for Different Folks”
and
“One Size does not Fit All!!”

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Module Three

Training Policy and Procedure



AGENCY TRAINING POLICY & PROCEDURE

A. Module Objectives

After completing this module, you will be able to:

- ①** List the value and benefits of having thorough agency training policy and procedure;
- ②** Brainstorm a list of training issues, problems, and challenges that need to be addressed in your training policy and procedure;
- ③** For your jurisdiction/institution/unit, develop a list of training policies that need to be added to your training policy and procedure; and
- ④** For your jurisdiction/institution/unit, develop action steps to begin the process for enhanced training policy.

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

1. Addresses ACA standards relating to training (make sure to look in more than just Chapter 1).
2. Addresses state standards and statutes relating to training for agency employees.
3. Addresses required or mandatory training issues (licensing, codes, regulatory agencies, union issues, etc.).
4. Addresses historical issues/problems relating to employee training in your agency.

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

- ☞ **Policy:** Short statement of “fact” - answers the question “what”
- ☞ **Purpose:** Short statement of rationale for the policy - answers questions “why”
- ☞ **Procedure:** specific instructions - answers question “how” (who, when, how, how often, etc.). Refers to documentation, forms, etc.
- ☞ Includes annual review of P&P conducted.

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

- ✓ Defines what is acceptable as training (Alternatives defined).
 - Defines what activities will be accredited as training.
 - Who decides the above?
 - How such issues as college classes, etc. will be converted to training credit.
- ✓ Defines when will staff trainers be credited with training credit when they provide training.
- ✓ Defines who is qualified as agency trainers.
- ✓ Defines development of annual plan/submission/approval process.
 - Defines elements of plan.
 - When it will be developed each year.
 - Who (position) develops.
 - Who (position) reviews and approves.
- ✓ Defines reporting process for achieving annual goals and objectives.
 - What statistics will be maintained and reported?
 - How often reported (Quarterly)?

- ✓ Defines documentation process for training records.

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

- ✓ Should clarify responsibilities and deadlines.

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

C. Current Training Issues, Problems, and Challenges

Small group activity: brainstorm a list of current training issues, problems, and challenges typically not currently covered, but should be addressed, in training policy and procedure:

—
—
—

D. Training Policy and Procedure Deficiencies

Individual activity: brainstorm a list of needed training policy and procedures based upon the above deficiencies as well as other sources.

1

2

3

4

5

6

7

8

9

10

E. Action Steps

Individual activity: Identify and list steps you will take to assure your training policy and procedure becomes enhanced and better supports an effective training system.

F. Key to it all: Policy and Procedure format - How to get the whole story on paper

POLICY A short simple direct statement of **FACT**

Answers: WHAT

PURPOSE A statement of **REASON** or
RATIONALE

Answers: WHY

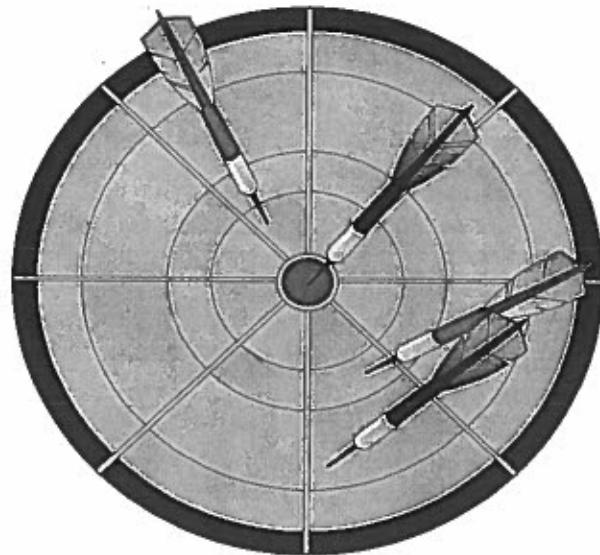
PROCEDURE

A series of **IMPLEMENTATION STATEMENTS**

Answers: **HOW**

- ✓ Who
- ✓ When
- ✓ Where
- ✓ How much
- ✓ What if
- ✓ Etc.

Comprehensive training policy and procedure



helps you hit your targets!

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Module Four
Annual Training Plan Development



DEVELOPMENT OF THE ANNUAL TRAINING PLAN

A. Module Objectives

After completing this module, you will be able to:

- ① Explain the difference between training policy and procedure and the annual training plan;
- ② List the general components of an annual training plan;
- ③ Discuss issues that must be resolved concerning the annual training plan development; and
- ④ Demonstrate the use of the annual *training plan control sheets* as a planning tool.

B. Annual Training Plan

- 1. Generally, **TRAINING P&P** is reviewed each year and may not be dramatically changed.
- 2. The **ANNUAL TRAINING PLAN** is a specific strategy based upon changing needs - (*newly crafted* each year).
 - o Plan covers all employee job classes not just custody.
 - o Plan addresses defendable hours (how target number of hours will be provided for this year) for new and existing employees in all job classes.
 - o Plan identifies chosen topics and shows how they are related to job analysis (new employees) or needs assessment/problem analysis (existing employees).

- o Recognizes and plans to credit more than just classroom-based training.
- o Stresses low cost effective training methods when possible.
- o Allows for individualized learning needs.

3. Two Components:

- o New Employee Training (Basic Orien/Trn)
- o Existing Employee Training (In-Service Trn)

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

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

C. Basic Training: Components

1. Agency Orientation - background (i.e., the **WHY** of the job)
2. Academy/Classroom - information, knowledge, facts, understanding (i.e., the **WHAT** of the job)
3. OJT/FTO - skills, behavior (i.e., the **How** of the job)
4. Other: Comprehensive Exam, etc.

Issues:

- o # hours for each component?
- o Total # hours during first year?

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

D. In-Service Training: Components (“Continuing Education”)

1. Problem/needs-based topics - “Performance enhancement”
2. Mandatory topics
3. Re-qualifications
4. Career Development topics

Issues:

- o How many hours?
- o Complex scheduling issue
- o Expenses/replacement costs

E. Suggested Plan Elements:

1. 2007 Training goals
2. Summary of 2006 needs/problems
3. List of Topics to be Addressed in 2007
4. For Each topic
 - o Job Relevancy
 - o Objectives
 - o Delivery method and Strategy
 - o Trainer
 - o Projected Schedule/Dates and times
 - o Duration (Hours)

- o (True) Costs
- o Other Resources (equipt, a/v, etc.)
- o Evaluation Method
- o Documentation

5. Proposed Master Schedule.

6. Total Budget.

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

8. Covers All Job Classes.

9. Plan for Evaluating Impact of this Annual Training Plan.



Develop and implement an award winning annual training plan!

ANNUAL TRAINING PLAN

WORKSHEET: SOME PRELIMINARY DECISIONS

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

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

- o New employees: (Basic)
 - o Existing employees: (In-service)

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

D. WHO WILL DEVELOP ANNUAL PLAN EACH YEAR?

E. WHO WILL APPROVE ANNUAL PLAN EACH YEAR?

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

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

H. WHO WILL COLLECT & MAINTAIN THE TRAINING RECORDS?

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

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

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

INDIVIDUAL

ANNUAL INDIVIDUAL TRAINING PLAN WORKSHEET

ANNUAL GROUP TRAINING PLAN WORKSHEET

CHARACTER	
COSTS (Fees, equipment)	
RESOURCES REQUIRED (Facilities, TV, cameras, video, Internet, overhead, VCR, etc.)	
TRAINING STRUCTURE (Who is to conduct, date, day, place, agenda, objectives, materials, video, etc.)	
TRAINING METHOD (Hours to be utilized, to be included)	
INSTRUCTORS (Qualify name, I&B, certificates, what qualities do you see desirable?)	
EVALUATION METHODS (Productive, outcome, eval. test, role play, etc.)	
TRAINING OBJECTIVES (What is to be accomplished from all of the training?)	
ASSESSMENT OF INSTRUCTIONS (Comments, became, confidence, & all, when, and why, and if something, etc.)	
JOB RELEVANCE (Show how the training related to the action's performed)	
MANAGER (Established date, Project Lead, Project, Training Officer, Contact, Status, etc.)	Annual Training Plan

ANNUAL MANDATORY/CRITICAL TRAINING PLAN WORKSHEET

NEW EMPLOYEE

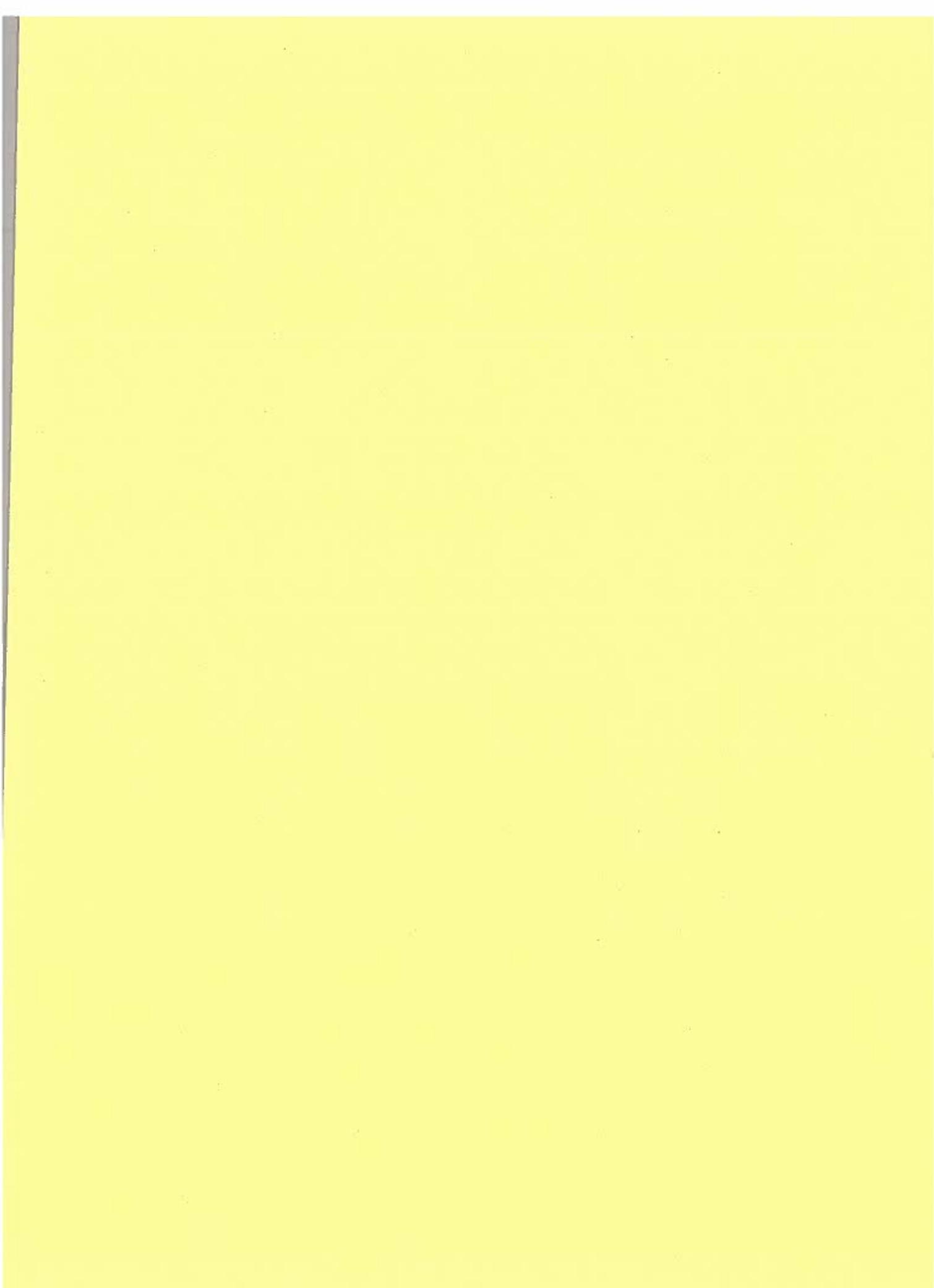
ANNUAL NEW EMPLOYEE TRAINING PLAN WORKSHEET

NEW EMPLOYEE TRAINING INFORMATION (Information to be given to the employee, supervisor, manager, etc.)	JOB RESPONSIBILITIES (List the job's responsibilities)	TRAINING MATERIALS (What is to be accomplished in the training)	EVALUATION METHODS (Problems, self, peer, essay, role play, etc.)	STRUCTURE (Who will conduct, the schedule, What will be taught)	TRAINING DATES/TIMES (When, day, time, training will be conducted)	STAFFED BY (Name, TV, checklist, note, lesson plan, agenda, overhead, VCR, etc.)	COST (Training expenses)	CONTENTS: (List the topics to be covered)

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Module Five

**Training Coordinator
Duties and Responsibilities**



AGENCY TRAINING COORDINATOR/DIRECTOR

A. Performance Objectives

After completing this module, you will be able to:

- ① Explain the significance of the position of Training Coordinator/Director;**
- ② List the duties and responsibilities of a Training Coordinator/Director;**
- ③ List the desirable qualities and traits of a Training Coordinator; and**
- ④ Assess individual strengths and challenges from the “desirable qualities and traits” list.**

B. Introduction

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

Importance of the Training Coordinator/Director.

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

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

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

C. Exercise: Duties/Responsibilities

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

Draft List:

Final List:

If you do not now have a formal *written job description* for agency training coordinator/director, you need to make sure one is written and approved even if it is an “added assignment” for you. If the existing job description does not reflect the above items, you may want to work toward a revision of your written job description.

D. Exercise: Qualities/Traits

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

The image shows three identical sets of horizontal lines arranged vertically. Each set consists of five solid black lines: a top line, a middle line, and three shorter lines below them. The sets are separated by small gaps.

E. Self Assessment of Personal Traits

Take a few moments and identify your three strongest traits. Now find the three that are most challenging for you.

Stronger traits

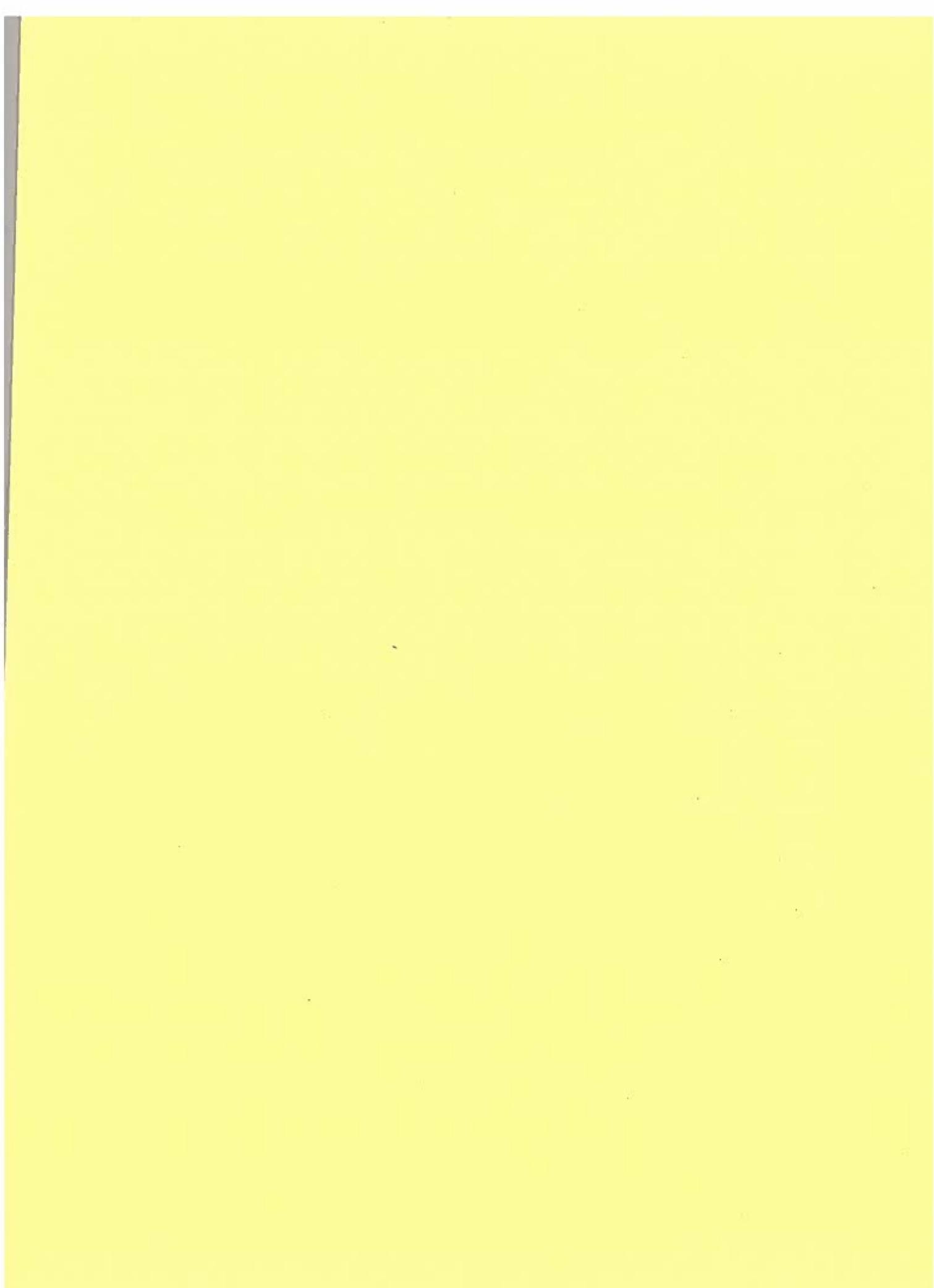
Challenging Traits

Often you will tend to rely on your stronger traits, but remember you will need to find ways to improve or compensate for your weaker ones. *How will you address those challenging traits?*

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Module Six

Training Development Model



TRAINING DEVELOPMENT MODEL

A. Performance Objectives

In this module, you will learn about the dynamic training model and how to use it as a guide for training development. You will also learn about the “domains of learning” theory which can help you in determining how to best meet a learning need. Finally, you will learn how to identify if and/or when training can play a role in addressing a performance or operational problem.

After completing this module, you will be able to:

- ① Apply the “Dynamic Training Model” to the training development process;**
- ② Analyze learning needs by applying the Domains of Learning theory;**
- ③ Match delivery strategies with domain of learning need; and**
- ④ Analyze performance problems and identify if training can play a role in addressing them.**

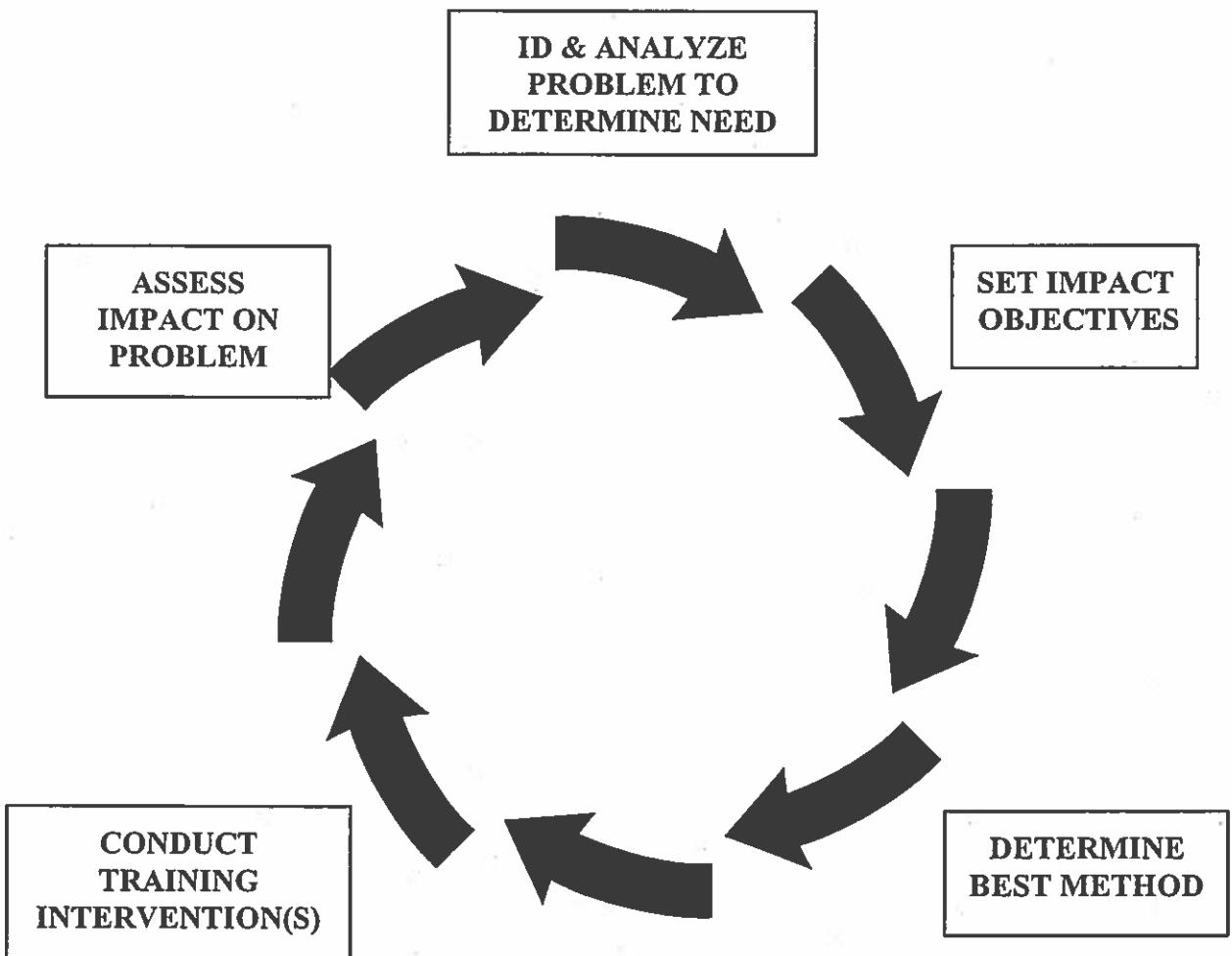
B. The Dynamic Training Model

The Dynamic Training Model is one approach toward training development. It illustrates that training is an *on-going problem-solving process*. As such, it assumes there are some specific problems you are trying to solve through training.

Please note the circular nature of the model. It is very important to complete the circle by evaluating the impact the training based upon the objectives set, and then compare the results with the need that was initially identified. If the need was not met, you might want to set different objectives or determine a different “best” method. It is also possible that the initial need is not one effectively addressed through training and will require a different type of problem-solving intervention such as a policy directive, more attentive supervision, or a personnel action.

DEVELOPING EFFECTIVE TRAINING

Strategic Training: Training as an on-going problem-solving process



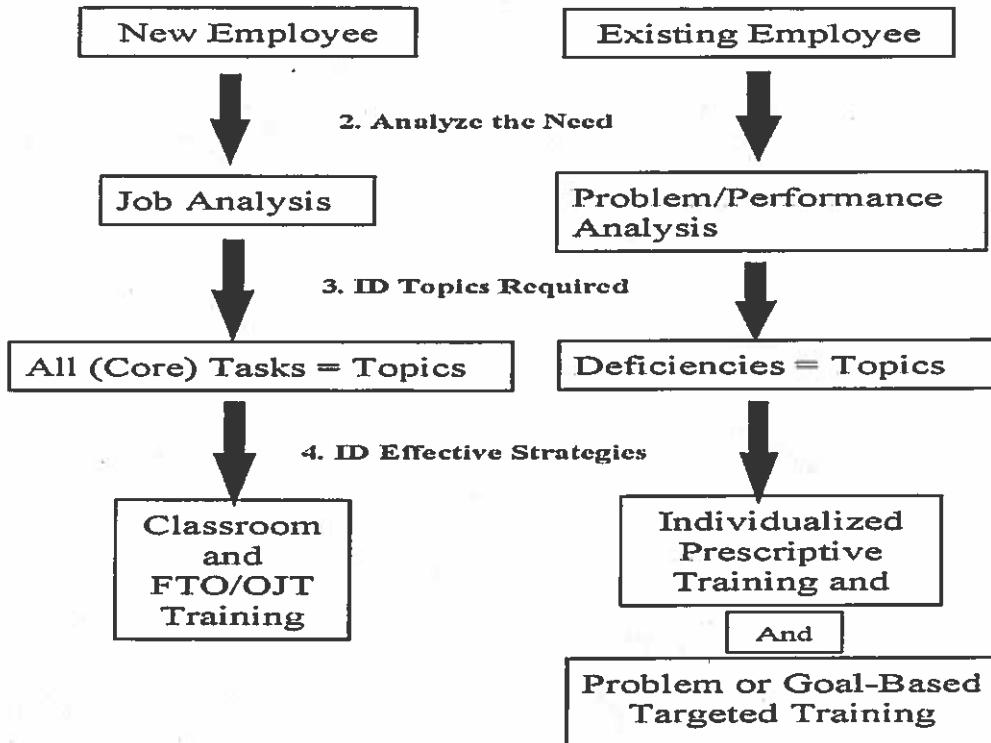
Good training program development follows this model

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

Based on concepts developed by Robert F. Mager

B. THE TRAINING DEVELOPMENT PROCESS

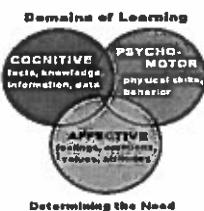
1. Determine The Need



C. Select the Best Training Method

Analyze need and target topics by using the Domains of Learning theory:

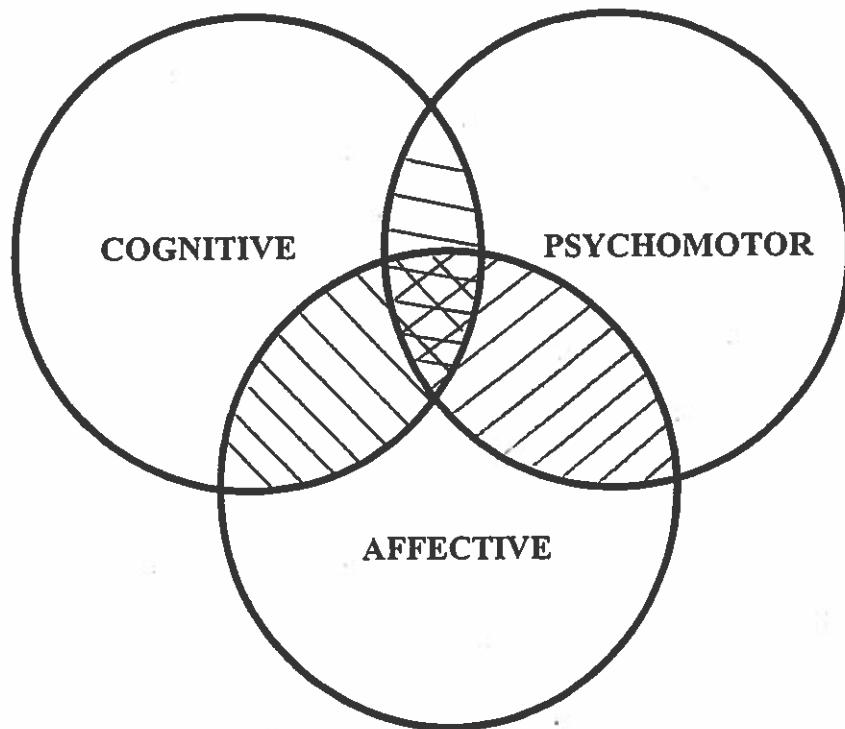
✓ **Cognitive** → Facts, knowledge, information, data



✓ **Psychomotor** → Physical skills, behavior, movement

✓ **Affective** → Feelings, emotions, values, attitudes

Domains of Learning



**Identifying Learning
Needs**

D. Exercise: Analyzing Learning Need

In your groups, please identify the predominate domain of learning (C,P,A) for the following:

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

E. Selecting the Best Strategy

Cognitive topics require cognitive training strategies, such as:

- classroom
- video
- correspondence course
- reading
- academy

Psychomotor topics require psychomotor strategies, such as:

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

F. What Is a Fully Trained Individual?

Trained to proficiency in *Cognitive* Topics

(knowledge, information, facts)

+

Trained to proficiency in *Psychomotor* Topics

(behavior & skills)

=

Ready to *Perform on the Job*

G. Determining If Training can have an Impact on Problems

Fixing Performance Problems - Ask These Questions:

- ➡ Is it a *lack of knowledge & skills* in trainees?
TRAINING CAN FIX IT!
- ➡ Is it a *lack of clear policy & procedure, direction and supervision* from administration and supervisors? **IT'S NOT A TRAINING PROBLEM.**
- ➡ Is it a *personnel problem*? (deficiency in hiring, screening, testing, correcting, disciplining.) **IT'S NOT A TRAINING PROBLEM.**

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

H. Analyzing Performance Problems

GROUP EXERCISE: Analyze each of the following issues. In your group, come to a consensus as to whether it is a training problem or something else. What else might it be?

Don't make a hasty decision; things are not always as straightforward as they first appear! Hold a *thorough* group discussion.

What kind of information or research would you need to make a determination?

If it is a training problem, what domain of learning would predominately apply?

Issues:

1. Inmates are not being given timely notice of disciplinary hearings.
2. New employees roll fingerprints that are not classifiable.
3. Some new employees seem to be unaware of legal issues.
4. Most inmates are not getting phone calls during the admissions process.
5. A new employee uses a racial slur when talking about an inmate.
6. Numerous reports from one shift contain errors.
7. Completed fingerprint cards are found lying on a desk.
8. A staff member is observed conducting a strip search inappropriately.
9. There have been two formal count errors in one week.
10. Inspection reports show a control room door has been left unlocked.

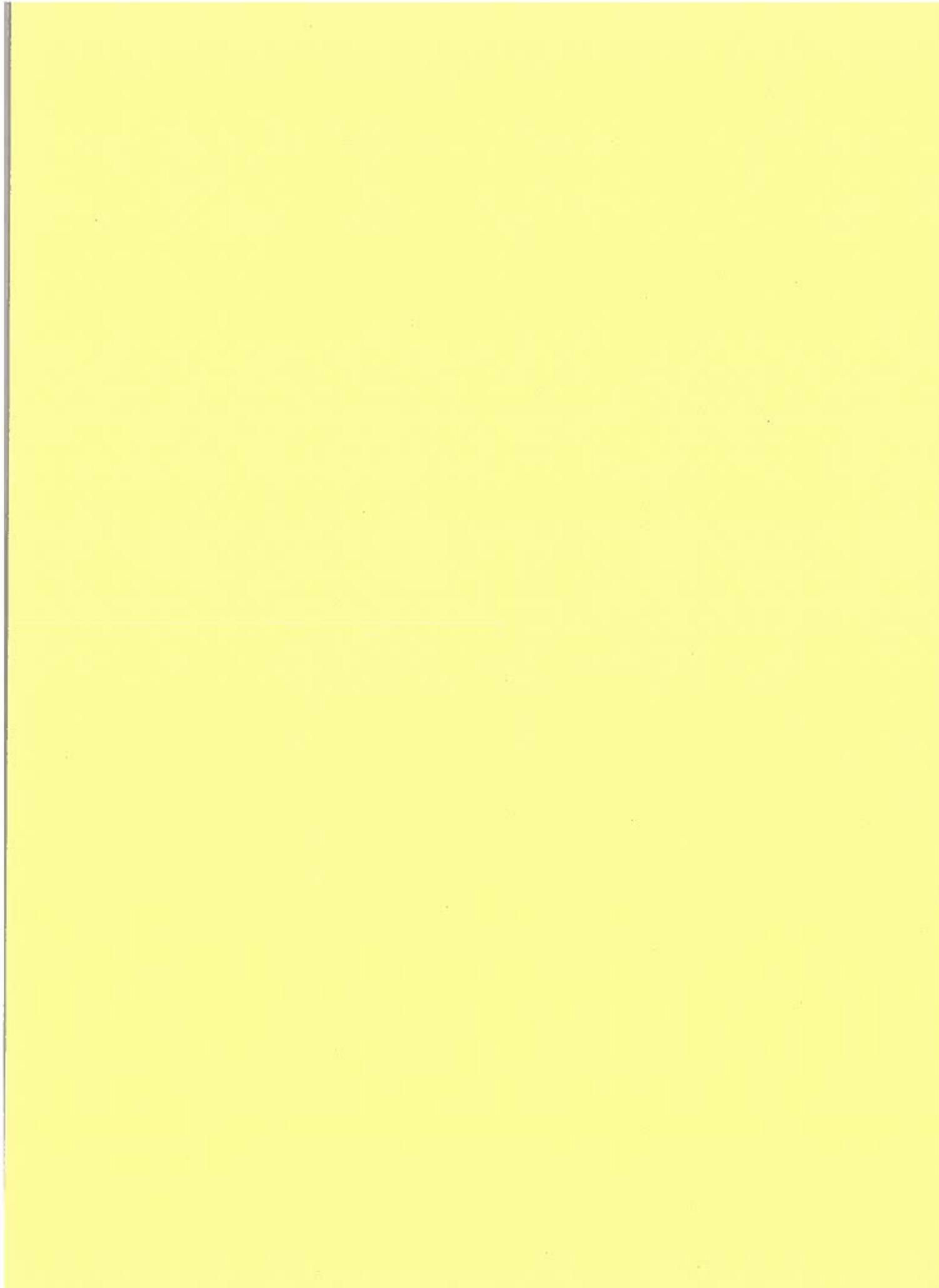
11. One housing unit is getting low sanitation inspection scores, and the inmates are being disrespectful to staff.
12. Several inmates have reported to sick call with painful ankle bruises after being transported.
13. In one general population housing unit, there are frequent behavior problems even though staff are making frequent cell checks and "rounds".
14. Log notes are incomplete on one shift.
15. Master control room staff are making errors when operating the touch screens.
16. Ten percent of new staff can not qualify to standard with a fire arm.
17. Incident reports indicate veteran staff are making errors during forced cell extractions.
18. An inmate has recently released himself from a restraint chair.
19. A shift report indicates a set of security keys was found lying on a desk.
20. An officer in general population is having frequent confrontations with inmates.

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module Seven

**Identification of Training Topics
New Employee Training**



IDENTIFICATION OF TRAINING TOPICS

New Employee Training

A. Performance Objectives

After completing this module, you will be able to:

→ ***For New Employee Training:***

- ① State the reasons for conducting a job analysis;
- ② Describe the general process for conducting a job analysis;
- ③ Explain the difference between duty and task;
- ④ Analyze tasks by *Domain of Learning* need;
- ⑤ Reduce gross tasks to core tasks; and
- ⑥ Describe at least one efficient strategy for analyzing a job and identifying core tasks.

B. Why Do a Job Analysis?

- To develop defendable training for new employees
- To ID relevant topics for your new employee curriculum

Courts have said new employees are an empty goblet:



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

How do I determine “ALL NEEDED”?

❖❖ *You need to perform a job analysis!* ❖❖

C. PROCESS

1. ID all JOB CLASSES in the agency.
2. For each job class, perform a Job Analysis to ID tasks required.
3. Analyze the job by identifying Job, Duty, Task, Sub-Task, and Activity/Step job components.
4. Analyze tasks to define and identify core tasks.
5. Develop basic curriculum (classroom and FTO) to train new staff with knowledge and skills to perform core tasks.

D. Identifying Job Components

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

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

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

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

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

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

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

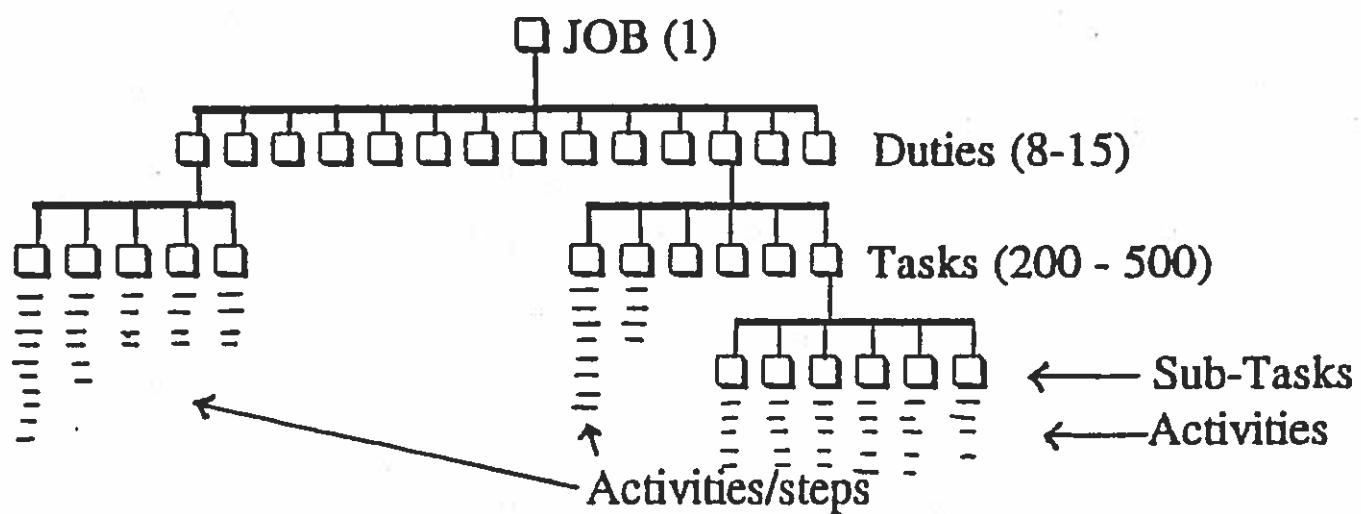
- Activity/Steps: are very specific “how to” or implementation statements involved in accomplishing an associated task.

E. Job Component Exercise

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

- _____ 1. Providing for facility security.
- _____ 2. Placing time card in rack.
- _____ 3. Issuing cleaning supplies.
- _____ 4. Corrections Officer.
- _____ 5. Distributing commissary.
- _____ 6. Assuring inmate rights.
- _____ 7. Double-locking a handcuff.
- _____ 8. Searching a visitor.
- _____ 9. Master control operator.
- _____ 10. Controlling inmate movement.
- _____ 11. Conducting a formal count.
- _____ 12. Inmate behavior management.
- _____ 13. Shift supervisor.
- _____ 14. Placing inmate request form in Sgt's box.
- _____ 15. Breaking up a fight.
- _____ 16. Putting key ring in locked cabinet.
- _____ 17. Providing for inmate safety.
- _____ 18. Conducting an inmate orientation.
- _____ 19. Placing radio battery pack in charger.
- _____ 20. Bonus: Qualifying as FTO trainer.

F. Job Analysis Structure



G. Job Analysis Group Exercise

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

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

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

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

YOU NEED TO WORK QUICKLY!!

H. Volume of Tasks

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

<u>Job Class</u>	<u># Tasks</u>
Jail Administrator	280
Jail Programs	380
Jail Officer	622

Source: MN JTA Project

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

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

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

I. Core Tasks

- ★ Those that are done **FREQUENTLY** on the job.
- ★ Those that are **CRITICAL** to the mission and success of the agency.
- ★ or **BOTH**.

“Frequently” means measuring how often a task is performed:

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

What is a reasonable definition of frequent? _____

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

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

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

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

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

Example: CORE TASKS: (MN)

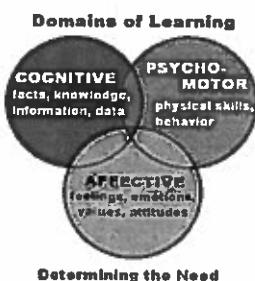
	# Tasks:	# Core Tasks :
Jail Adm	280	120
Jail Pgm	380	180
Jail Officer	622	250

Source: MN JTA Project

J. Converting Core Tasks to Topics

Given all this information, now Whadda I do?

1. Analyze each task using domains of learning.



2. Rate each task:

- Heavy cognitive
- Heavy psychomotor
- Heavy both

3. Design Curriculum to address these tasks.

☞ Remember that cognitive topics need:

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

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

☞ Psychomotor topics need:

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

Action: Write & implement FTO/OJT modules
 (with proficiency checklists)
 Write & Conduct experiential drills as
 training,
 Etc.

Delivery: FTO Program, alternative training strategies,
 annual re-qualifications, etc.

K. Small Group Assignment

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

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

Some ideas for conducting a job analysis using your high performing staff:

Overview of DACUM Job Analysis Process

By

Ida M. Halasz, Ph.D., NIC Academy Division, September 1994

(Revised: Tom Reid, Ph.D., NIC Academy Division, October 2003)

What is DACUM?

DACUM (Developing A Curriculum) is a quick yet highly valid job analysis technique. The DACUM process is used to determine the competencies that should be addressed in a training curriculum for a specific occupation.

DACUMs are used to develop job profiles for all types of occupations, including top-level managers and specialized jobs. This cost-effective and efficient technique has been validated through research and compares very positively with other job analysis methods.

DACUM is based on three premises: (1) expert workers can better describe their job than anyone else, (2) any job can be effectively described in terms of the competencies or tasks that successful workers in that occupation perform, and (3) the specific knowledge, skills, attitudes and tools required by workers in order to correctly perform their tasks can also be described.

What is the DACUM Process?

Fundamentally, the DACUM process is brainstorming in a well-organized, step-by-step manner. The process requires a panel of 5 to 9 expert workers in the occupation being analyzed, a qualified DACUM facilitator, and a recorder.

Although some jobs can be analyzed in one working day, it is better to schedule at one and a half to two days, especially for more complex jobs. The panel members must be articulate workers who are considered outstanding in their occupation, with highly-developed technical knowledge and skill. A facilitator specifically trained in the DACUM process is essential for valid and usable outcomes. The facilitator must be able to elicit specific task statements, deal with conflict and debate when the panel is reaching consensus, and continually forge ahead in order to complete the process.

During the DACUM work session the facilitator systematically guides the panel members through brainstorming and consensus-reaching discussions to describe their job in terms of main duties and specific tasks. Since the specific tasks are the competencies necessary to do the job, it is critical that they be described accurately and precisely. The panel members also agree on the relevant attitudes, knowledge, and skills as well as the primary tools of their job. The recorder writes the duties and tasks on large index cards that are taped or pinned to a wall facing the panel. This storyboarding process is essential to successful DACUM profiles because the cards are replaced, reworded, and rearranged until the panel members agree that it is an accurate profile of their job.

What is the Result of a DACUM?

The result of the first part of the DACUM process is a chart or profile that shows the duties and tasks performed in the occupation. The profile also lists necessary worker traits and attitudes, general skills and knowledge, and the tools and equipment the worker uses. Research indicates that DACUM profiles not only cost less than conducting job inventories by mail, they also produce more valid results.

The DACUM process is not complicated, but the development of a quality training program entails additional steps. Once a DACUM profile is developed and reproduced on paper, it should be validated by having other expert workers and supervisors review it for completeness and accuracy. The validation process can include a variety of criteria, but some of the most useful are criticality of the task, frequency that the task is performed, and need for training this task. The specific tasks that should be included in a training curriculum are one of the outcomes of the validation.

To provide useful information for curriculum development or any other uses of DACUM profiles, the validations should be targeted to the intended use of the DACUM profiles. For example, if a profile is to be the foundation for a jail assistant administrator training curriculum, the reviewers should be selected from the jail system or systems that will actually use the completed program.

The next step after validation is task analysis. Through task analysis, ideally conducted jointly by expert workers and curriculum developers, each task is further analyzed and broken down into sequential operational steps. These steps

describe exactly how to accomplish the task and should include the specific knowledge, skills, tools, and equipment needed to perform the task. The completed task analyses become the foundation or outline for developing the training curriculum.

What Are Other Uses of DACUM Profiles?

In addition to curriculum development, DACUM profiles can be used in several other ways. They are used (1) to develop accurate job descriptions, (2) to evaluate if existing programs provide training for the competencies needed for today's jobs, (3) as a pretest to determine the training needs of staff, (4) to develop competency-based post tests for training, (5) to develop auxiliary components to the training program such as computer-based training and video tapes, and of course (6) as the foundation for developing a complete training program for a specific job in the correctional system. Additionally, DACUM profiles are used (1) for developing performance evaluations, (2) for making career decisions with information about specific occupations, and (3) for new supervisors/managers' understanding of what their employees do or should do on the job.

The Academy uses the DACUM process to analyze key correctional jobs. Several DACUM profiles have been completed (see list). DACUM profiles provide a foundation for developing seminars and other Academy activities. Copies of the DACUM profiles developed by the Academy are available from the NIC Information Center.

Caution - Remember this!



IMPORTANT NOTE: The DACUM PROFILES do not breakdown a job far enough in terms of tasks and sub-tasks for FTO topic identification, nor do they include the steps required for task accomplishment. They will, however, provide a starting "snapshot" concerning a given job. If you are using a DACUM-type process for identifying FTO program topics for entry level correctional officer, you will need to continue to facilitate the incumbent panel until, perhaps, more than 500 - 600 gross tasks and sub-tasks are identified. Later, these will need to be refined, using frequency and criticalness, into the core tasks of the job.

NIC DACUM Profiles (See above caution)

1988 Community Corrections Administrator Jail Administrator Warden/Superintendent	1993 Security Director Public and Media Information Director Administrator Substance Abuse Services
1989 Institutional Department Head Correctional Trainer	1994 Juvenile Facility Administrator Juvenile Detention Director/Supervisor State Director Juvenile Corrections Services Juvenile Probation Director Regional Field Coordinator
1990 State Director of Correctional Education Education Director of Correctional Facility(ies)	1997 Community Corrections Professional III Jail Primary Booking Officer Training Administrator Community Resource Liaison
1991 Correctional Educator Training Program Manager	2001 Detention Facility Inspector
1992 Healthcare Supervisors Correctional Officers Director of Correctional Industries Correctional Attorneys	

The NIC Information Center has copies of the above DACUM profiles.

NIC Information Center
1860 Industrial Circle, Suite A
Longmont, CO 80501
(800) 877-1461

The Training Resource Center of Eastern Kentucky University also has the above job profiles as well as more than 170 other DACUM profiles downloadable from their website at www.trc.eku.edu/dacum/archive.shtml.

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

Module Eight

**Identification of Training Topics
Existing Employee Training**



IDENTIFICATION OF TRAINING TOPICS

Existing Employee Training

A. Module Objectives

After completing this module, you will be able to:

- ①** State reasons for conducting a problem analysis followed by needs assessment;
- ②** Explain 3 means of identifying agency problems;
- ③** Analyze problems to see if training can play a role; and
- ④** Describe how to conduct a needs assessment to develop a training solution.

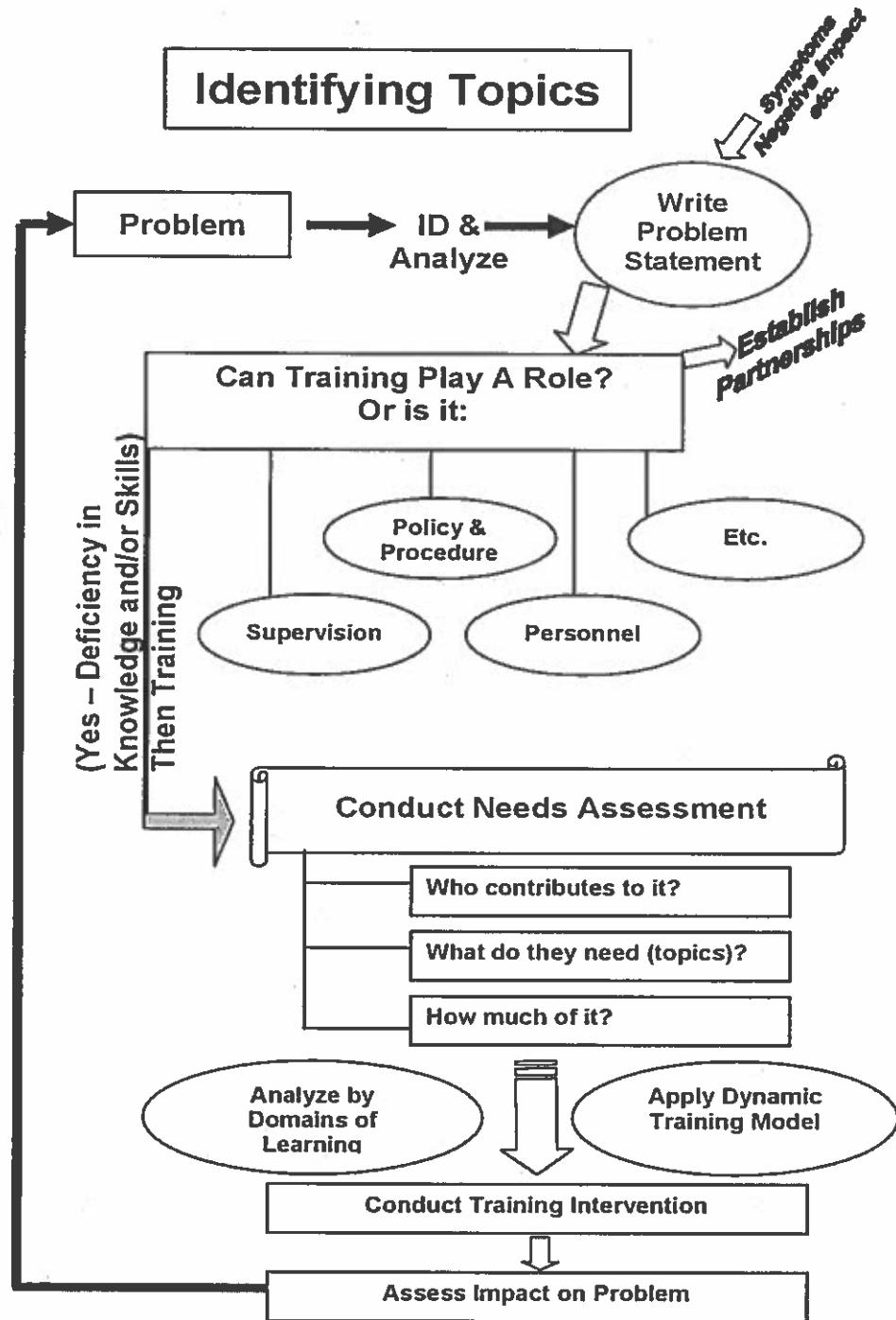
B. WHY DO A PROBLEM ANALYSIS FOLLOW BY NEEDS ASSESSMENT?

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

C. IDENTIFYING DEFENDABLE TRAINING TOPICS

Process: A problem-solving approach

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



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

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

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

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

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

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

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

D. Identifying the Problem

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

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

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

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

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

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

E. Write a Problem Statement

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

PROBLEM STATEMENT

A general statement of:

1. Why an issue has been raised.
2. The discrepancy between actual and desired performance.
3. The evidence that a problem exists

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

Group #1: Contraband in the facility.

Group #2: Errors in reports and log entries

Group #3: Increased inmate grievances

Group #4: Housing Units are dirty

YOUR GROUP PROBLEM STATEMENT

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

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

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

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

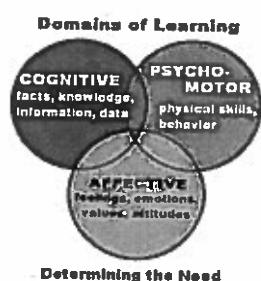
Note: If it the problem is a partly the result of some of the above deficiencies as well as a lack of knowledge and skills, you will need to form some partnerships with the administration, chain of command, Human Resources, etc. to truly solve it.

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

Group Exercise:

Given your assigned problem: analyze it.

- ✓ Can training play a role?
- ✓ What domain of learning need is indicated?



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

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

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

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

How can you best identify

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

Brainstorm a list of methods for identifying “staff in need”:

REMEMBER THIS

**“PRESCRIPTION WITHOUT PROPER
DIAGNOSIS IS MALPRACTICE”**



ASSESSING TRAINING NEEDS SOME RESOURCES FOR READING

TOOLS: *There are a number of tools that can be used to conduct the assessment. These include the following:*

- ▶ **Observation:** One of the most common assessment tools. Key strategies for using this tool successfully are: Be careful to be objective and make the employee(s) being observed feel comfortable. It can be subjective so don't rely on this tool alone.
- ▶ **Questionnaires:** This tool takes some time to develop. You can select specific people you want to question. If it is anonymous, answers will likely be honest. Return rates on a survey are often low.
- ▶ **Interviews:** Interviews can be completed in person or over the telephone. You can ask follow-up questions as needed.
- ▶ **Group discussion:** This tool can help you to obtain more information in less time. Group discussion can lead to various viewpoints which, in an open climate, can feed off of each other.
- ▶ **Document analysis:** This tools includes examining existing records, work samples, reports, or tests to identify trends in performance. Use current data.

NEEDS ASSESSMENT STRATEGIES

ADVANTAGES	LIMITATIONS	DO'S AND DON'TS
OBSERVATION <ul style="list-style-type: none"> Permits demonstration of actual behavior Provides context and view of work environment Provides verbal, non-verbal information 	<ul style="list-style-type: none"> Employees may act differently when being observed Employees may feel threatened 	<ul style="list-style-type: none"> Be objective. Make employees feel comfortable.
INTERVIEW <ul style="list-style-type: none"> Reveals feelings, causes and possible solutions of problems as well as facts. Affords maximum opportunity for free expression of opinion, giving of suggestions 	<ul style="list-style-type: none"> Is time-consuming, so can reach relatively few people Results may be difficult to quantify can make subject feel he is "on the spot." 	<ul style="list-style-type: none"> Pretest and revise interview questions as needed. Be sure interviewer can and does listen, doesn't judge responses. Do not use to interpret, sell or educate.
QUESTIONNAIRE <ul style="list-style-type: none"> Can reach many people in short time Is relatively inexpensive Gives opportunity of expression without fear or embarrassments Yields data easily summarized and reported 	<ul style="list-style-type: none"> Little provision for free expression of unanticipated responses. May be difficult to construct. Has limited effectiveness in getting at causes of problems and possible solutions. 	<ul style="list-style-type: none"> Pretest and revise questions and form as needed. Offer and safeguard anonymity. Use only if prepared to: <ul style="list-style-type: none"> - report findings, both favorable and unfavorable - do something about them
TESTS <ul style="list-style-type: none"> Are useful as diagnostic tools to identify specific areas of deficiencies Helpful in selecting from among potential trainees those who can most profitably be trained. Results are easy to compare and report. 	<ul style="list-style-type: none"> Tests validated for many specific situations often not available. Tests validated elsewhere may prove invalid in new situations. Results give clues, are not conclusive. Tests are second-best evidence in relation to job performance. 	<ul style="list-style-type: none"> Know what test measures. Be sure it is worth measuring here. Apply results only to factors for which test is good. Don't use tests to take blame for difficult or unpopular decisions which management should make.
GROUP PROBLEM ANALYSIS <ul style="list-style-type: none"> Same as for interview plus Permits synthesis of different viewpoints. Promotes general understanding and agreement. Builds support for needed training. Is in itself good training 	<ul style="list-style-type: none"> Is time-consuming and initially expensive. Supervisors and executives may feel too busy to participate, want work done for them. Results may be difficult to quantify. 	<ul style="list-style-type: none"> Do not promise or expect quick results. Start with problem known to be of concern to group. Identify all problems of significant concern to group. Let group make own analysis, set own priorities.
JOB ANALYSIS AND PERFORMANCE REVIEW <ul style="list-style-type: none"> Produces specific and precise information about jobs, performance. Is directly tied to actual jobs and to on-job performance Breaks job into segments manageable both for training and for appraisal purposes. 	<ul style="list-style-type: none"> Time-consuming. Difficult for people not specifically trained in job analysis techniques. Supervisors often dislike reviewing employees' inadequacies with them personally. Reveals training needs of individuals but not those based on needs of organization. 	<ul style="list-style-type: none"> Brush up on job-analysis techniques, arrange special training for those who are to do it. Be sure analysis is of current job and current performance. Review with employee both: <ul style="list-style-type: none"> - analysis of job, and - appraisal of performance
RECORDS AND REPORT STUDY <ul style="list-style-type: none"> Provide excellent clues to trouble spots Provide best objective evidence of results of problems; identifies trends Are usually of concern to and easily understood by operating officials 	<ul style="list-style-type: none"> Do not show causes of problems, or possible solutions. May not provide enough cases (e.g., grievances) to be meaningful. May not reflect current situation, recent changes. 	<ul style="list-style-type: none"> Use as checks and clues, in combination with other methods.

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

Module Nine

**Designing Training
to Address Learning Styles**



DESIGNING TRAINING TO ADDRESS LEARNING STYLES

A. Performance Objectives

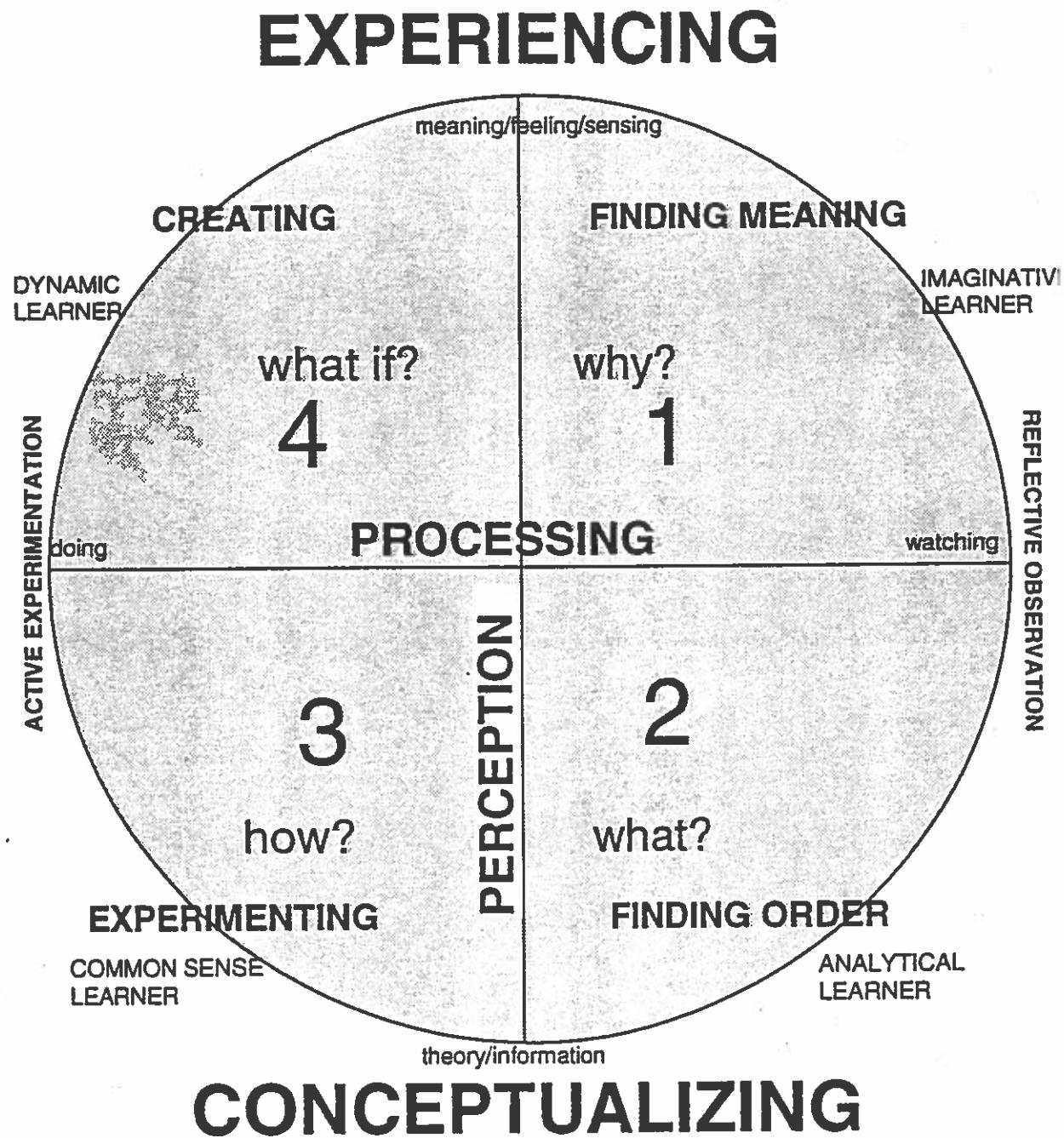
After completing this Module, you will be able to:

- ① Explain the differences in the “*pathway to learning*” for each of the 4 learning styles as defined by the Learning Type Measure instrument;**
- ② State the critical question that must be answered to open the “*pathway to learning*” for each learning style;**
- ③ Describe how each of the 4 learning styles would approach learning about a topic;**
- ④ Identify instructional strategies that will target specific learning styles;**
- ⑤ Apply learning style “pathway to learning” needs to the lesson plan format; and**
- ⑥ State at least 4 significant implications for training development and delivery based upon awareness of learning styles.**

B. Assumptions

- Everyone has a preferred pathway to personal effectiveness (in this case, learning).
- We all serve as a resource to each other while learning. There is a true value to have four learning styles present.
- Learning style is not everything - It's just a device to let us understand differences in learning!

C. Learning Styles



LEARNING STYLES

D. Two Major Dimensions of How We Learn

☞ How We Perceive

■ Take in Information by

- ➡ Intuition/Concrete Experience Vs. Abstract Conceptualization/Theory

☞ How We Process

■ Create Meaning Along The “Doing - Watching” Dimension

■ Make it meaningful by

- ➡ Active/Doing Vs. Passive/Watching Processing

How we prefer to perceive and process defines in which quadrant (1-2-3-4) we fall on the learning style diagram.

E. A Caution about Learning Styles

1. No one way of perceiving and processing is better. Each has its own strengths and challenges in learning.
2. Traditionally, those who perceive through abstract conceptualization (thinking) and process reflectively (watching) have been valued higher in education and training.
3. Possibly 70 - 75% of all learners perceive and process information differently than the above !!!
4. Think about your training audience - especially at the entry level line officer positions: who are you hiring?

Now let's explore one way of understanding differences in the way people learn.

F. Type One Learners

Perceive through their senses & feelings, and process by watching and mulling it over. Important: "How does it feel to me?"

Need to experience the information.

Check out ideas and feelings through interaction with others.

Major question: "Why do I need to learn this?" - They need to find their own meaningful answer.

Critical question \Rightarrow WHY?

"Personal Meaning" = Learning

G. Type Two Learners

Perceive & experience information through thinking, and process by watching.

Devise theories by integrating their observations with what is already known.

"What is it I am to learn?"

Tag Line: Just The Facts Ma'am.

Critical question \Rightarrow WHAT?

Information & Facts = Understanding & Learning

H. Type Three Learners

Perceive experience through thinking, and process by doing.

Think to develop concepts, which they try out immediately for themselves (hands-on learning).

Question: "How Does This Work?"

Critical question \Leftrightarrow HOW?

"Let Me Try It, I'll Learn It"

I. Type Four Learners

Perceive Information/experience Through Sensing/feeling, And Process it by Doing

Rely on (often accurate) Intuition as a means of understanding

Listen to experts but need to measure by their own experience

How to make it more useful in a larger world.

Critical question \Leftrightarrow NOW, WHAT IF?

Self - Discovery, Activity, Innovation, & Creativity = Learning

J. Some More Attributes to Consider

When learning, some 2-3 learners tend to be in “Left Brain Mode” which means:

- ✓ Objective
- ✓ Rational
- ✓ Systematic
- ✓ Literal

When learning, some 1-4 learners tend to be in “Right Brain Mode” which means:

- ✓ Subjective
- ✓ Intuitive
- ✓ Synergistic
- ✓ Figurative

K. Summary

Quadrant One Learners:

Imaginative Learners who quietly learn through sensing/feeling and watching.

Quadrant Two Learners:

Analytic Learners who learn through thinking through concepts and watching.

Quadrant Three Learners:

Common Sense Learners who learn by quickly thinking through concepts and immediately trying things out for themselves by doing.

Quadrant Four Learners:

Dynamic Learners who learn by actively sensing/feeling and immediately doing.

L. Implications for Training

Effective training needs:

- ☺ Student-centered activity
- ☺ Participant hands-on methods
- ☺ Minimize lecture
- ☺ Carefully craft performance objectives and delivery activities to address learning styles

M. Small Group Assignment #1

1. Discuss how each of the other three learning styles would approach buying an automobile.

Be specific!

2. Also decide what type, make, model, color, etc., of car each learning style type would choose.

3. Record findings on flip chart.

Choose reporter and be prepared to present your findings.

N. Brainstorm a complete list of Instructional Strategies/Techniques

Move back into your original groups. Now brainstorm a thorough list of possible instructional strategies/techniques. Don't worry about learning styles yet! This will be used in the next exercise. Please add to your list as we compile a comprehensive list on chart paper:

The image shows a grid of 18 horizontal lines, organized into three columns and six rows. Each row contains three lines, and each column contains six lines. The lines are evenly spaced and extend across the width of the grid.

You will use the above information in the next activity.

O. Small Group Assignment

Each group will be assigned one learning style. Since you now understand learning styles, identify instructional delivery strategies and techniques will be most effective for opening pathways to learning for your assigned learning style.

Be prepared to defend your choices by using the learning styles *quadrant characteristics*. Write your choices on the provided materials and be ready to present. Everyone in your group must participate in the presentation.

As each group reports, record training technique ideas below:

✿ Learning Style 1: **WHY?** (Seeks Meaning - Intuitive/Passive learner)

◎ Learning Style 2: **WHAT?** (Seeks Content - Linear/Passive learner)

✿ Learning Style 3: **HOW?** (Needs Hands On - Linear/Active Learner)

* Learning Style 4: **NOW, WHAT IF?** (Creative - Intuitive/Active Learner)

RHYTHM OF TRAINING: NIC Lesson Plan Format

1. ANTICIPATORY SET

- ☞ Establish personal meaning



Why?

2. INPUT

- ☞ Content/Info - Be Brief



What?

3. GUIDED PRACTICE

- ☞ Hands-on activity w/support



How?

4. INDEPENDENT PRACTICE

- ☞ Application/activity w/little support



What If?

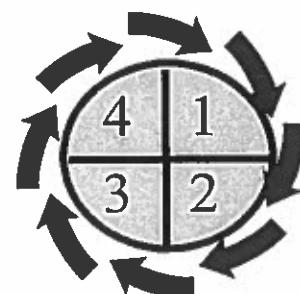
5. CLOSURE/ASSESSMENT

- ☞ Bring full circle & transition



So What?

Always Teach



The Wheel

P. Reminder: Learning Types As Instructors

TYPE ONE LEARNERS AS INSTRUCTORS

- ▶ encourage self-awareness, authenticity and individual growth in their students
- ▶ see knowledge as valuable for growth in personal insight
- ▶ like discussions, group work and realistic feedback about feelings
- ▶ are caring people who engage their students in cooperative efforts
- ▶ exercise authority with trust and participation
- ▶ work toward organizational solidarity
- ▶ appreciate students who are supportive and share their sense of mission

ONES MAY NEED TO:

- ▶ focus more on specific outcomes and procedures
- ▶ spend more time on how to implement ideas and make them workable
- ▶ spend more time planning
- ▶ deal more readily with conflict
- ▶ take action more decisively

TYPE TWO LEARNERS AS INSTRUCTORS

- ▶ are interested in transmitting knowledge and in being as accurate and knowledgeable as possible
- ▶ see knowledge as valuable for deepening comprehension and further understanding of significant information
- ▶ encourage outstanding students and seek to imbue a love of knowledge in their students
- ▶ like facts and details and the systematic presentation of organized sequential information
- ▶ lead by principles and procedures and exercise authority assertively by using factual knowledge
- ▶ work to enhance the prestige of their organization
- ▶ appreciate students who are well organized, write things down carefully and follow through on assignments

TWOS MAY NEED TO:

- ▶ take more risks
- ▶ act before the plan is perfect
- ▶ go more on instinct
- ▶ try to inspire others
- ▶ be more open to change and new possibilities

TYPE THREE LEARNERS AS INSTRUCTORS

- ▶ are interested in developing productivity, competence and skills for economic independence
- ▶ see knowledge as valuable for enabling students to be capable of making their own way
- ▶ encourage practical applications, quality, and pragmatism through measured rewards
- ▶ like technical knowledge and hands-on activities, plans and time lines
- ▶ lead by personal forcefulness and exercise authority by reward and punishment (the fewer the rules, the better, but enforce rigorously the ones you have)
- ▶ work hard to make their organization productive
- ▶ appreciate students who are task-oriented and move quickly

THREES MAY NEED TO:

- ▶ take more time to chat with people about day to day issues
- ▶ pay more attention to other people's needs and feelings
- ▶ value ideas more for their own sake
- ▶ take more time to consider all the ideas before coming to closure
- ▶ take the time to let others find their own meaning/learning

TYPE FOUR LEARNERS AS INSTRUCTORS

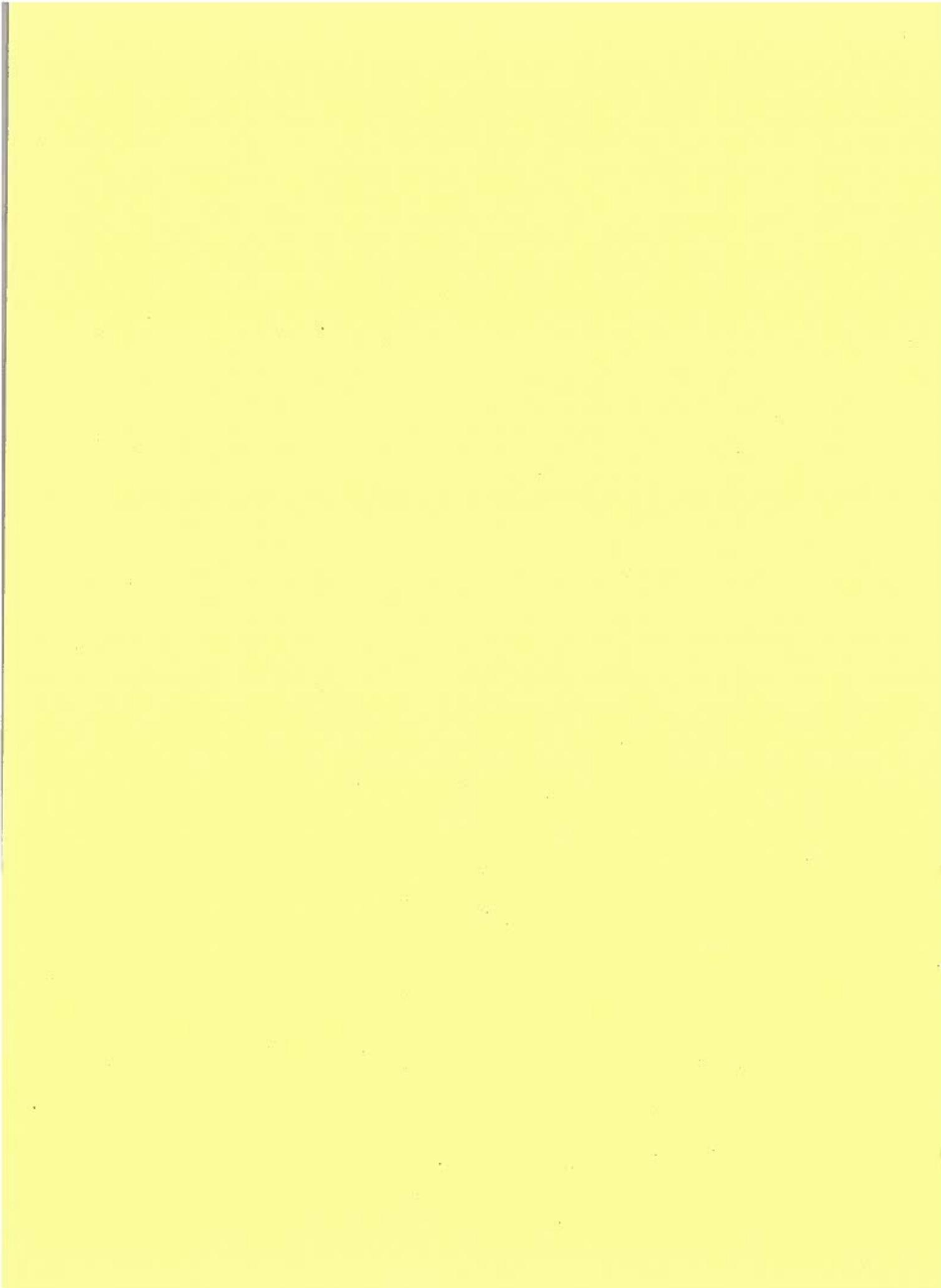
- ▶ are interested in helping students to act on their own visions and enabling self-discovery
- ▶ see knowledge as a tool for improving society
- ▶ encourage experiential learning, creativity and drawing new boundaries
- ▶ like dramatic teachers who seek to energize their students
- ▶ exercise authority by holding up a vision of what might be and thrive on crisis and challenge
- ▶ work hard to make their organizations innovative
- ▶ appreciate students who can build on their ideas and are not dependent on the instructor for structure

FOURS MAY NEED TO:

- ▶ focus more on structure
- ▶ appreciate the need for follow-up and attention to detail
- ▶ think more strategically
- ▶ appreciate that others have a lower tolerance for chaos
- ▶ choose which risks to take

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

Module Ten
Developing Effective
Performance Objectives

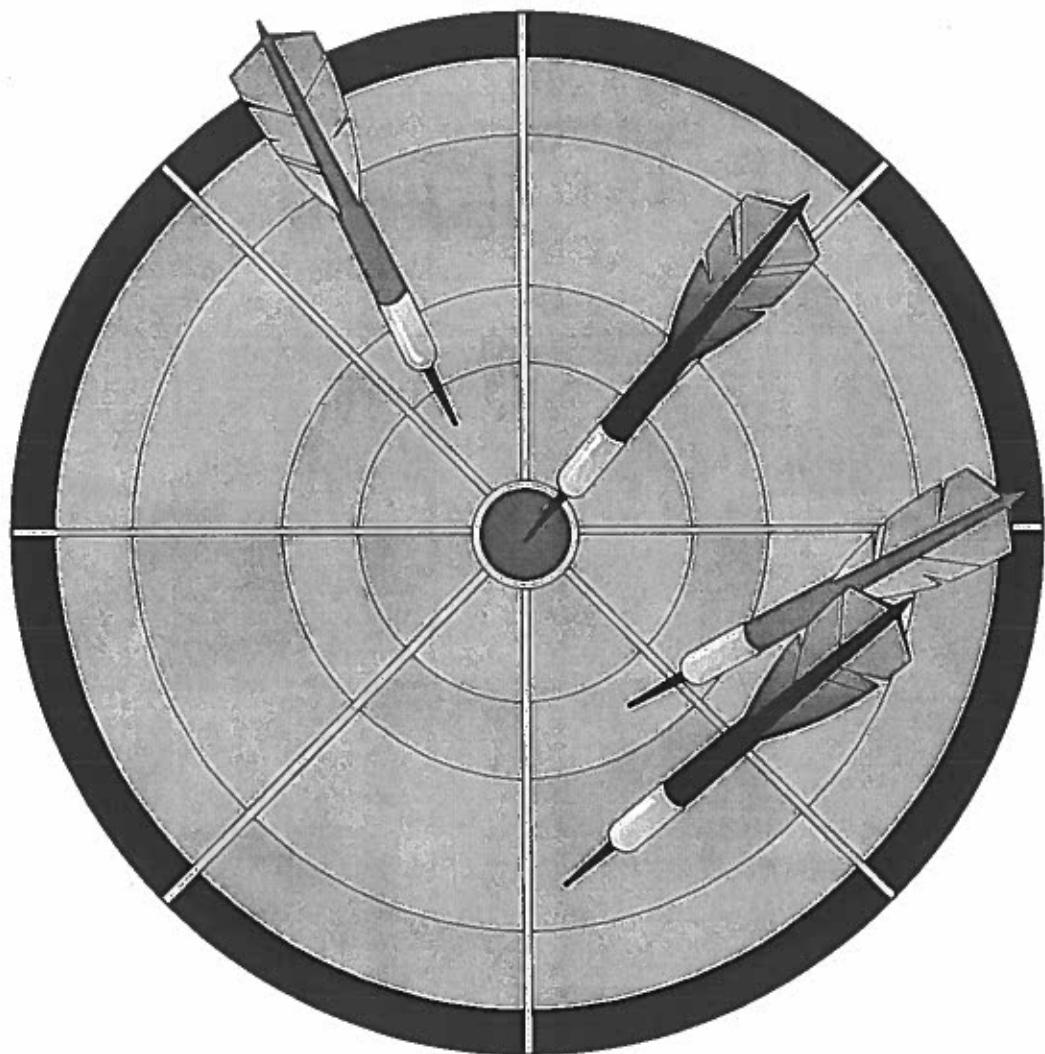


WRITING & ANALYZING PERFORMANCE OBJECTIVES

A. Module Objectives

- ① After a lecturette, you will analyze 6 performance objectives by identifying all three parts and the targeted domain of learning;
- ② Given a non-corrections topic in a group assignment, you will write and analyze performance objective *standards* that support *evaluation, impact assessment, and measurement*;
- ③ Given a corrections-related topic in a group assignment, you will write and analyze performance objectives that target *learning need* by setting an appropriate *action word*;
- ④ Given a corrections-related topic in a group assignment, you will write and analyze performance objectives that target *learning style* by setting an appropriate *condition*; and
- ⑤ After completing this training program, you will write and analyze *immediate, intermediate and ultimate impact* performance objectives that target knowledge and skill enhancement at the end of the learning environment, behavioral change on the job, and the resulting agency benefit.

HITTING THE TARGET



**WITH
PERFORMANCE OBJECTIVES**

B. Performance Objectives

3 Parts:

✓ Condition

✓ Action Word

✓ Standard

C. Condition

What will occur that enables the learning to take place.

Example:

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

D. Action Required or Action Word

Describes what the trainee will actually “do”

Example:

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

E. Standard

Defines the level of performance; criterion for proficiency required by the agency. This allows the measurement of learning and the evaluation of impact. Always include a standard, and don't imply anything. Spell it out clearly - or else how can you objectively measure success?

Example:

- o ... following all the steps defined in procedure #11.06
- o ... 3 times in a row following the steps in FTO module 4.12
- o ... finding 4 out of 5 contraband items (*maybe this is not a good standard to set for your agency - why is that?*)

What about:

- o ... with 100% accuracy?

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

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

{Spell out exactly what you mean: just saying "100%" is too subjective; you need to define in observable/documentable terms exactly what that means.}

F. Domains of Learning and Performance Objectives

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

① COGNITIVE DOMAIN:

(Targeting a deficiency in facts, knowledge, information, etc.)

Cognitive action words:

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

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

② PSYCHOMOTOR DOMAIN

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

Psychomotor action words

Examples

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

③ AFFECTIVE DOMAIN

(Targeting feelings, attitude, morales, values)

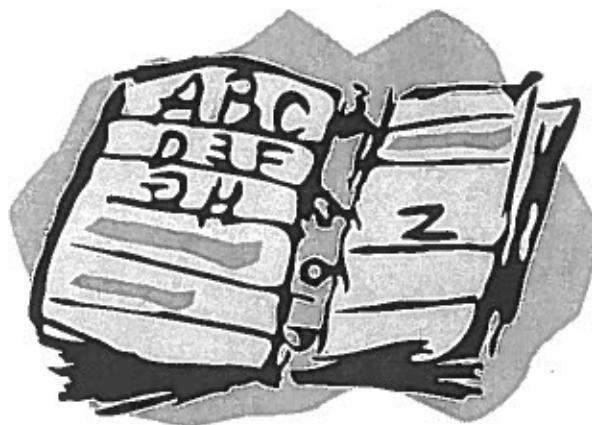
Examples

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

G. TEACHING YOURSELF ABOUT PERFORMANCE OBJECTIVES

The following pages contain a self-study workbook concerning the basics of performance objectives. You will not complete it at this time, but you may want to review it later.

It is one example of an instructional strategy to give trainees information (i.e., an *instructional input*) without resorting to lecture. Now please turn to page 10.33.



PERFORMANCE OBJECTIVES

**Example of
Self-Instructional Manual
as Delivery Method for Input**

If you feel confused about performance objectives, *please find time this week to take it on your own.*

but now

please turn to page 10.33

Performance objectives are specific requirements for the learner.

They are statements that must include these three components:

1) **Action Word (Verb)**

What is the learner to do?

2) **Condition**

What will allow the learning to take place?

3) **Standard**

What degree of accuracy is expected?

OBJECTIVE FOR THIS EXERCISE

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

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

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

An incomplete performance objective. (Mark I)

Allow 4 minutes to complete this task.

1. By the end of this session, participants will demonstrate handcuffing following all 11 steps in FTO module 2.12.
2. Have knowledge of role plays.
3. The officer will know how to fill out a booking room form.
4. By the end of this session, participants will be able to list at least six steps in conducting role plays.
5. Given a list of court terms, the learner will be able to define them in a written test as described in the 1998 State Court Information Pamphlet on page 12.
6. Recognize the states of crisis.
7. At the end of this demonstration, each trainee will be able to pat search a volunteer finding at least 4 of 5 items of planted contraband.
8. The participant will know the meaning of "adult learning".
9. At the end of this session, each trainee will be able to:
 - a. List five reasons for testing.
10. At the end of this session, each trainee will be able to write performance objectives which include an action word, conditions, and standards.

Check your answers on the next page.

Answers:

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



Your score is _____. (Number correct.)

If your score is 0 - 9, please turn to page 10.11 and follow the instructions.

Was your score 10? Please turn to page 10.12 and follow the instructions.

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

- ** It is a statement describing the learning the trainee is to acquire.
- ** It is a statement of what the trainee must be able to do or know when he/she demonstrates the mastery of the lesson.
- ** It should specify clearly an action word, conditions, and standards.

Go to page 10.13.

Your score was 10?

OUTSTANDING!!!!!!



You are familiar with performance objectives. You don't need the rest of this learning sequence. I suggest that you go to page **10.28 (Summary)** and read:

SUMMARY:

***Performance Objectives**

***Action Words**

*** Conditions**

*** Standards**

TRY THESE:

Which statement is open to fewer interpretations?

- 1. The trainee will really understand the concept of rehabilitation.
- 2. The trainee will be able to identify the four approaches society uses to deal with criminals.

If you selected #1, turn to page 10.15.

If you selected #2, turn to page 10.14.



You are correct!!

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

Other words open to fewer interpretations:

- * to write
- * to solve
- * to list
- * to compare

Please turn to page 10.16.

NOT QUITE! ☺

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

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

Words open to fewer interpretations:

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

Please go on to page 10.16.

Words open to

Many Interpretations

to appreciate

to explain

to help

to react

to criticize

to solve

to determine

to sharpen

to discuss

to express

to understand

to feel

to know

to become aware of

to attempt

Fewer interpretations

to locate

to re-write

to order

to paraphrase

to define

to identify

to list

to contrast

to demonstrate

to apply

to inspect

to recognize

to perform

to match

to select

Go to the next page.

See what you can do with these:

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

Mark C (for condition)

Mark NC (for no condition)

- 1. After reviewing 3 acceptable PSI reports, participants will be able to identify the ten elements of a pre-sentence investigation report.
- 2. Given a role play situation, the trainee will prepare an inmate for courtroom appearance.
- 3. Trainees will know elements of report writing.

Check your answers on the next page.

Answers:

1. C
2. C
3. NC

Your score: _____ (number correct)

If your score is 0 -2, please turn to page 10.19.

If your score is 3, excellent. Turn to page 10.20.

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

Performance objectives must contain a condition:

- * A specification of what will allow the desired learning to take place. We call this the condition of the performance objective.
- *A description of the specific activity or instructional technique that facilitates the learning.
- *Conditions may include environment, role players, equipment, and references.

HELPFUL HINTS:

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

At the end of this session...

Given a service revolver...

In a role play situation...

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

After a group discussion...

After watching a 15 minute video tape...

Try again. Review page 10.17; look at answers on page 10.18. Then go on to page 10.21.

You're doing great!!!!!!



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

Condition After a guided group discussion, the trainee
 will

Action Word write, demonstrate, perform, etc.

Please go to the next page.

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

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

Yes

No

If yes, turn to page 10.23.

If no, turn to page 10.22.

Sorry, you're wrong on this one.

Standards are:

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

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

Standards may be written as ratios.

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

*List 3 of the 5 purposes...

Standards can also reference written or training materials.

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

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

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

All performance objectives should include an explicit standard.

(Nothing should be implied - we are in the corrections business after all).

Please go back to page 10.21 and re-read the correct statement.

Then go to page 10.24.

GREAT! You're correct!!!!

But, to reinforce what you know:

Standards are:

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

Standards may be written as ratios.

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

Standards can also reference written or training materials.

- *...following all the steps outlined in policy and procedure
#11.45.
- *...following all the recommendations described in the video.
- *...following all the steps defined in the lesson plan.

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

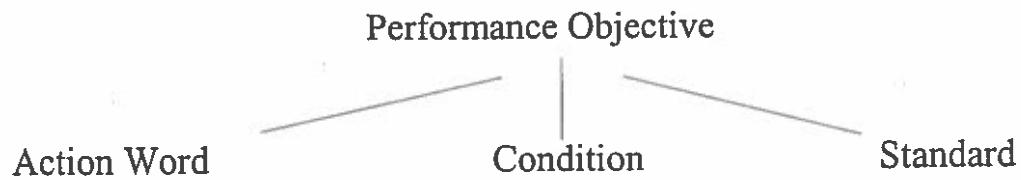
Additionally, saying “100%” with no further definition really does not set a clear standard. You need to define what you mean by “100%” (like: 5 out of 5 times, etc.)

All performance objectives must have clearly-stated standards.

Please go the next page.

Objectives must contain:

1. A specific task to be completed, expressed by an action word.
2. Condition which allows the learning to take place.
3. The minimum standard of accuracy.



Go to the next page.

On the next page, indicate whether each statement is:

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

An incomplete performance objective. (Mark I)

Allow 4 minutes to complete this task.

1. By the end of this session, participants will demonstrate handcuffing following all 11 steps in FTO module 2.12.
2. Have knowledge of role plays.
3. The officer will know how to fill out a booking room form.
4. By the end of this session, participants will be able to:
 - A. List at least six steps in conducting role plays.
5. Given a list of court terms, the learner will be able to define them in a written test as described in the 1998 State Court Information Pamphlet on page 12.
6. Recognize the states of crisis.
7. At the end of this demonstration, each trainee will be able to pat search a volunteer finding at least 4 of 5 items of planted contraband.
8. The participant will know the meaning of "adult learning".
9. At the end of this session, each trainee will be able to:
 - A. List five reasons for testing.
10. At the end of this session, each trainee will be able to write performance objectives which include an action word, conditions, and standards.

Check your answers on the next page.

ANSWERS:

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

Your Score is _____. (Number correct.)

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

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

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

GOOD LUCK!!!



SUMMARY

PERFORMANCE OBJECTIVES

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

What is the function of a performance objective?

1. Student centered, not instructor centered.
2. Enhances communication between trainer and trainee.
3. Encourages trainees to be efficient in their learning because they know what to expect.
4. Provide a means whereby learning is observable and thus measurable to everyone.
5. Is the basis for selecting lesson content, type of instruction, method of examination.
6. Targets the training to the problem performance to be solved.
7. Confirms and documents the intent of the training

Categories of Performance Objectives:

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

1. Cognitive objectives emphasize tasks carried out by thinking. They involve knowledge, understanding and thinking skills.
2. Psychomotor objectives relate to doing or physical action tasks. They emphasize movement and muscle coordination skills.
3. Affective objectives relate to attitudes, feelings, values, and emotions.

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

ACTION WORDS:

Performance objectives have three essential elements:

1. Action Word
2. Condition
3. Standard

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

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

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

CONDITION

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

The following are examples of CONDITIONS in performance objectives:

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

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

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

STANDARD

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

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

* 4 out of 5

* All 3

* Following the 9 steps described in policy 200.03

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

STOP HERE

**PLEASE DON'T PROCEED UNTIL
DIRECTED BY THE INSTRUCTOR**

H. Analyzing Performance Objectives

When directed by the instructor, please analyze the following performance objectives by identifying the **condition**, **action word**, **standard**, and targeted **domain of learning**. Can you suggest improvements?

1. After a short lecture, participants will correctly identify all 3 parts of a sample performance objective.
2. After completing a programmed learning booklet, participants will write a cognitive performance objective.
3. After viewing a pat search video tape, participants will pat search a volunteer following the process described in the video.
4. After analyzing 4 incident reports, participants will create objectives to address staff training needs.
5. After being placed in a holding cell for one hour with no staff contact, participant will express what it feels like being confined in a small secure room.

(Note: All the above are Immediate Impact objectives - at end of training)

6. After being trained in inmate rights and interpersonal communications (IPC), participants will perform such that they will have 40% fewer supervisor writeups for not providing offenders with required materials and services. *(Intermediate Impact - behavior change on the job)*
7. After staff complete the training intervention, the agency will have a 20% reduction in “founded” inmate grievances. *(Ultimate Impact - Agency benefit)*

I. Group Exercise: Writing a Non-Corrections Performance Objective (Targeting 3 Parts and Domain of Learning)

Now that you can analyze, critique, and enhance performance objectives, your group will write a performance objective for a non-corrections related topic assigned by the instructor.

Draft your performance objective in the space below.

Performance Objective: _____

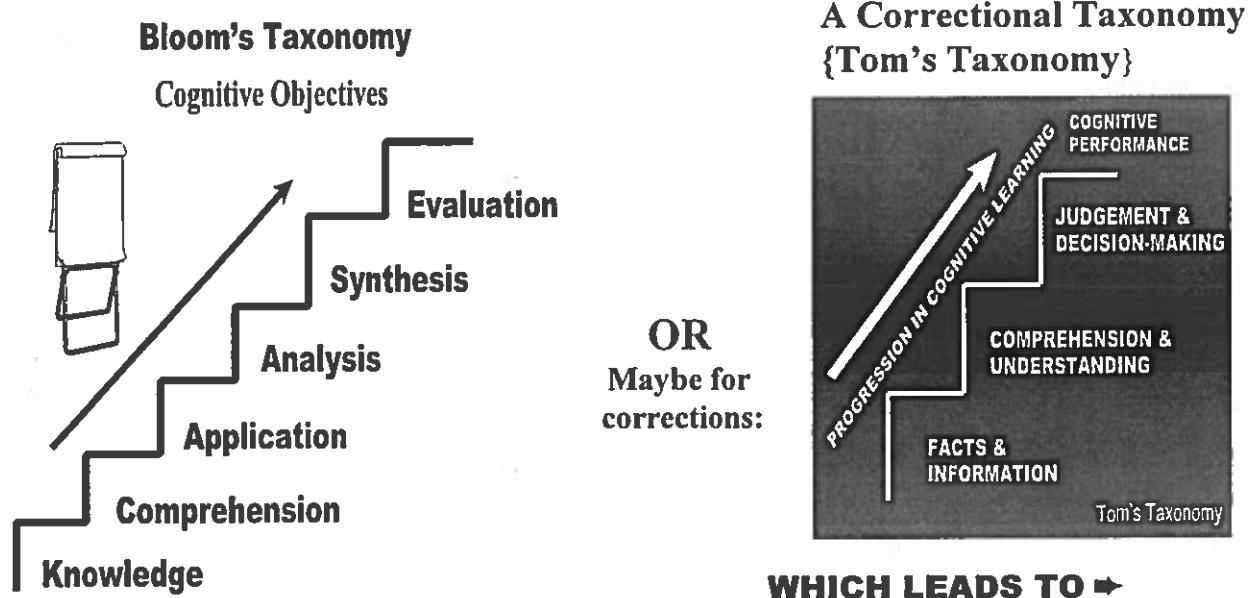
Domain of Learning: _____

Next, analyze it by identifying the *three parts* and discussing the *domain of learning*. Given your topic, are you targeting the most appropriate domain of learning? Finally, challenge your standard. Does it really constitute the best measure of proficiency or level of performance required? Can you improve on it?

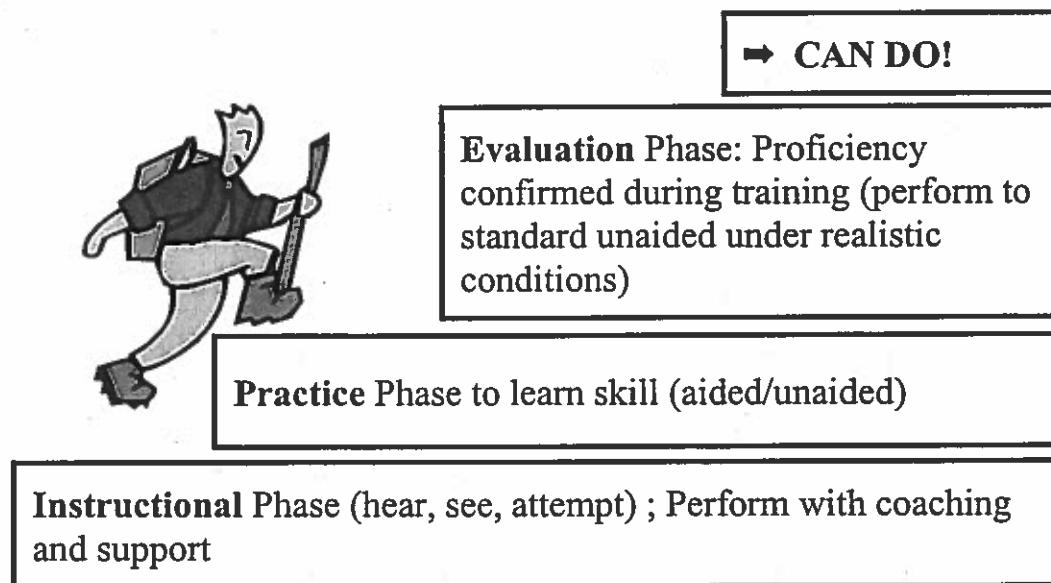
Once you have drafted, analyzed, and made corrections, write your performance objective on flip chart paper, designate a reporter, and prepare to present your product to the large group.

J. PROGRESSION OF LEARNING IN PERFORMANCE OBJECTIVES

① Progression of Immediate Objectives for meeting COGNITIVE needs

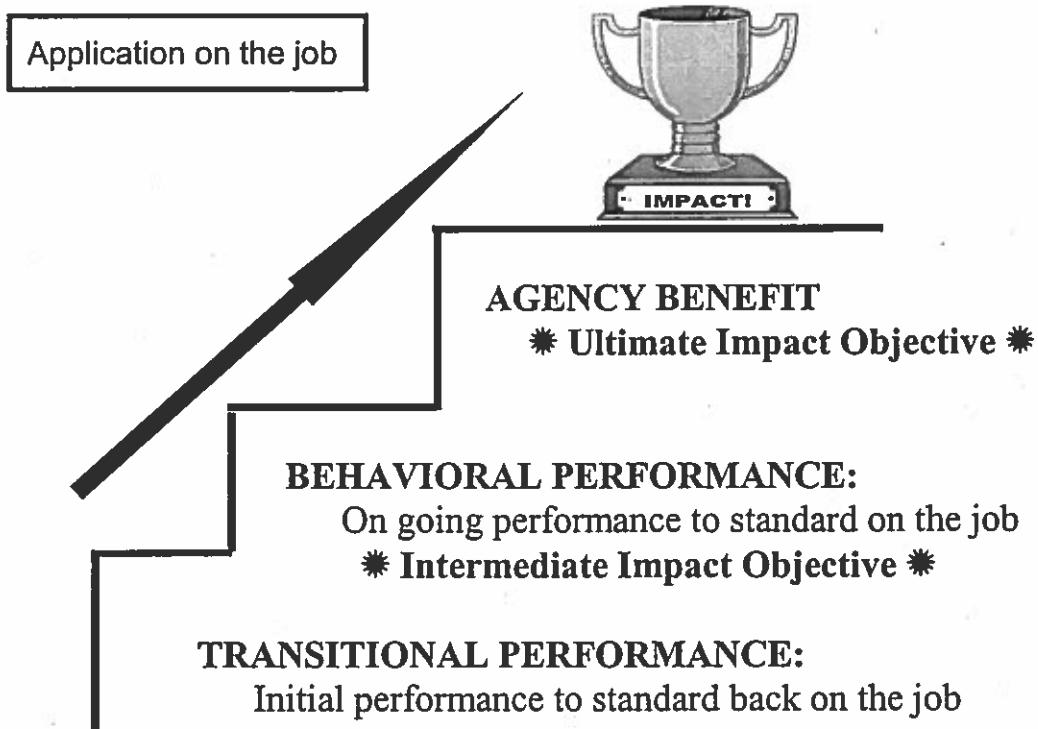


② Progression of Immediate Objectives for meeting **PSYCHOMOTOR** needs



WHICH LEADS TO ↘

③ Progression of Learning: **INTERMEDIATE** and **ULTIMATE IMPACT**



Remember this formula:

Meaningful behavior requires a cognitive base. People need a mastery of knowledge, facts, and information (**What and Why**) in order to govern behavior, physical skills, and activity (**How**), and thus perform correctly on the job (**Performance**). Performing correctly on the job should yield **agency benefit**.

Trained to proficiency in **cognitive needs**
+
Trained to proficiency in **psychomotor needs**
=
Ready to perform on the job

which yields

Agency Benefit

K. Assignment: the Action Word - Targeting *Learning Need*

Write a complete performance objective for your assigned topic from below. Pay particular attention to the *action word* (which targets the domain of learning need).

- ✓ Cognitive handcuff training (**Immediate impact**)
- ✓ Psychomotor handcuff training (**Immediate impact**)
- ✓ Affective handcuff training (**Immediate impact**)
- ✓ Intermediate or Ultimate impact:
Performance on the job or agency benefit
due to improved handcuffing

Please describe the deficiency or need that is being targeted.

Learning Need: Handcuff Training

Performance Objective: _____

L. Assignment: the Condition - Targeting *Learning Style*

Now the instructor will assign a learning need that has been identified. Write a performance objective addressing that need for the *learning style* assigned to your group.

Hint: you can target a particular learning style by how you define your *condition*.

Learning Need: Universal Precautions Training

Learning Style: _____

Performance Objective: _____



M. Summary: The Power and Utility of Performance Objectives

Performance objectives are a critical component in designing and developing effective training.

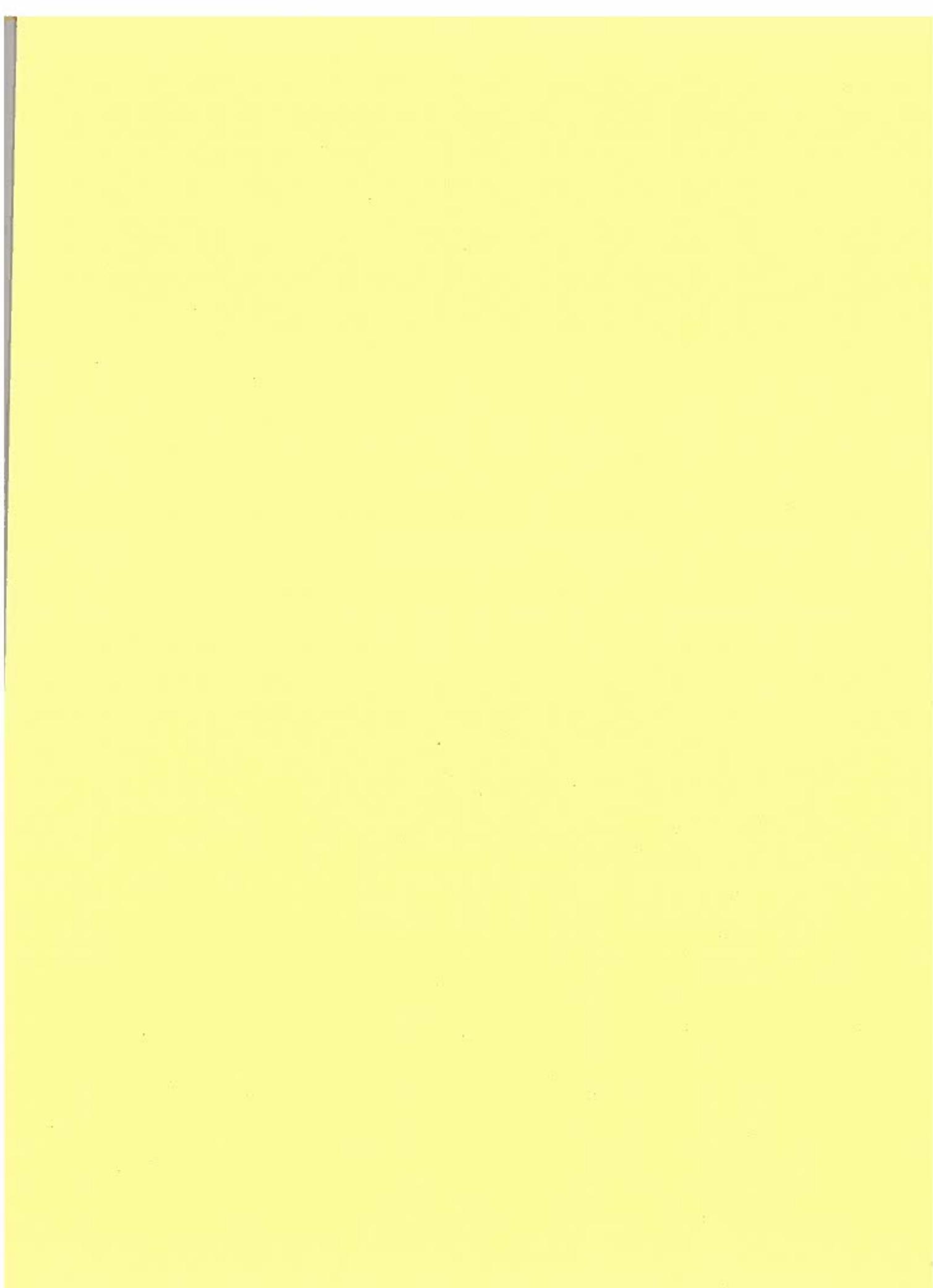
→ They allow you to target training needs (as identified by applying the *Domains of Learning Theory*) by the **ACTION WORD** you write;

→ They define the kind of training intervention applied and learning style(s) addressed by the **CONDITION** you create; and

→ Clarify the measure of success, and allow you to assess performance, and measure outcome by the **STANDARD** you develop.

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

Module Eleven
Analyzing Lesson Plans



ANALYZING LESSON PLANS

A. Module Objectives

After completing this module, you will be able to:

- ①** Analyze the performance objectives in a sample lesson plan;
- ②** Identify the specific instructional components used to address all four learning styles in a sample lesson plan;
- ③** Assess the evaluation, closure, and “bridging” components of a sample lesson plan;
- ④** Suggest improvements in deficiencies identified in the sample lesson plan;
- ⑤** Relate the “Teaching the Wheel” concept of addressing learning styles to lesson plan format and delivery strategy; and
- ⑥** Create or enhance guidelines for your agency concerning requirements for acceptable lesson plans.



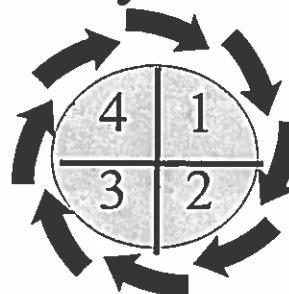
**Be a winner
Set high standards for lesson plans**

RHYTHM OF TRAINING: NIC Lesson Plan Format

1. ANTICIPATORY SET →
 - ☞ Establish personal meaning
2. INPUT →
 - ☞ Content/Info - Be Brief
3. GUIDED PRACTICE →
 - ☞ Hands-on activity w/support
4. INDEPENDENT PRACTICE →
 - ☞ Application/activity w/little support
5. CLOSURE/ASSESSMENT →
 - ☞ Bring full circle & transition

Why?
What?
How?
What If?
So What?

Always Teach



The Wheel

"The only way to get somewhere, you know, is to figure out where you're going before you go there."

The farmer's words to Rabbit ---Updike, Rabbit Run

LESSON DESIGN

Lesson design is a format for the presentation of direct instruction lessons and includes eight elements:

Anticipatory Set;
Objectives;
Instructional input;
Modeling;
Check for understanding;
Guided practice;
Independent practice;
Closure/Assessment.

Systematic, deliberate planning is one of the most influential factors in successful training. Such planning can work wonders in increasing participants' successful outcomes. Planning for effective instruction should include consideration of several elements of lesson design that can be influential in learning.

The effective Academy trainer skillfully selects appropriate objectives for the participant and plans a sequential lesson that will enable the participant to accomplish the objectives.

The lesson plan model in this section is designed to teach the basic skills directly to participants rather than to use an indirect or discovery learning approach. A direct instructional model consists of highly structured trainer-initiated activities, questions that are directly related to the essential components of the objective, and many opportunities for trainer-monitored practice.

Although the lesson plan model is presented as a sequential plan, all steps need not be completed in one day or in one unit of training time. The trainer needs to consciously decide whether to include or exclude each part of the lesson design in any given unit of the seminar.

LESSON PLAN MODEL

1. SET

- Purpose:
- A. Focus the participants' attention;
 - B. Provide brief practice on previously learned concepts or related learning;
 - C. Develop a readiness or motivation for the lesson.

Example: In the chapter, Using Training Aids Effectively in the "Training for Trainers" seminar, participants are asked to take a few minutes to think about training aids (such as chalkboards, overhead projections, or handouts) that were used in a previous seminar they attended. Participants write whether the aids were useful, and discuss the importance of using of training aids for successful learning.

2. OBJECTIVE

- Purpose:
- A. To inform participants of what they will be able to do at the end of the seminar;
 - B. To inform participants of why the lesson or training is important.

Example: The objectives for the chapter noted previously are:

- 1. Identify the advantages and disadvantages of different training aids;
- 2. Describe the proper use of different training aids;
- 3. Discuss the rationale for use of training aids.

3. INSTRUCTIONAL INPUT

Purpose: To convey the information (content) necessary to meet the objective.

Example: A 30-minute presentation on training aids where advantages and disadvantages of flipcharts, chalkboards, overheads, videotapes, and handouts are discussed.

4. MODELING

Purpose: To increase participants' knowledge about the desired product, process, or behavior by showing examples.

Example: Trainer uses the different training aids during the 30-minute presentation.

5. CHECK FOR UNDERSTANDING

Purpose: To check participants' knowledge of essential information.

Example: Participants respond to review questions such as, "Given the following information, what training aid would you use? Why?"

- Class size is 10 trainees.
- Trainees are to be able to demonstrate proper handcuffing procedures.

6. GUIDED PRACTICE

Purpose: To guide participants' initial attempts at using a skill to increase probability of success and accuracy.

Example: In small groups, participants demonstrate use of a training aid. Trainers provide feedback to participants.

7. INDEPENDENT PRACTICE

Purpose: To allow participants to develop a skill by practicing it.

Example: Participants develop lesson plans for seminars, incorporating use of training aids.

8. CLOSURE/ASSESSMENT

Purpose: To summarize the new learning, which facilitates retention, and to explore transfer of the new learning to other situations.

Example: Trainers summarize the information provided in the chapter on training aids. Participants then respond to review questions that cover the main points in the chapter. Trainers then provide a linkage from this new learning to either the whole concept or the next step in the instructional sequence.

LESSON PLAN FORMAT

The attached lesson plan format serves as effective documentation of a training module and allows NIC staff to more clearly understand the instructor's presentation before the workshop begins. This enables staff to make sure there are not conflicts in or repetition of information among training modules.

The following is a brief explanation of the lesson plan format.

- **COVER PAGE**

This page is fairly self-explanatory. The instructor lists the learning objectives shown in the course description. The evaluation procedures are simply your method of knowing if participants achieved the learning objectives.

- **SECOND PAGE/RESOURCES**

The instructor notes all training aids and equipment needed for the module. S/he also lists all handouts s/he will give participants.

- **ANTICIPATORY SET**

This section is an introduction that helps participants understand why the topic is important to them. For example, the instructor might give brief information on the consequences of certain major jail fires to illustrate the importance of the module "Developing a Fire, Safety, and Sanitation Plan." Or, the instructor might ask the participants why they think a given topic is important.

- **INPUT AND/OR GUIDED PRACTICE**

Input is usually a content or informational piece. This might be lecture or a short presentation with participant activity, such as listing problems, brainstorming, identifying needs, etc. Guided practice is when the instructor leads the participants through an exercise to see if they understood and can apply the content. Here, the instructor might give an example of a concept s/he is teaching and then lead the participants through an activity to assess their understanding.

- **INDEPENDENT PRACTICE**

Independent practice is a participant exercise conducted with little involvement from the primary instructor. The participants are given instructions, then work mostly on their own, with guidance as needed from their small group staff leader.

- **CLOSURE/EVALUATION**

During this part of the presentation, the instructor "pulls things together" or summarizes the

concepts taught and their value to the participants. The instructor might also again refer to the performance objectives to confirm that the participants have achieved them.

- **TWO-COLUMN FORMAT**

The left column is almost a narrative script of the presentation, including both content and participant exercises. The right column, "Notes to Trainer," contains comments to remind the instructor to show overheads, distribute materials, refer to a manual, etc.

Please remember to attach your training materials, such as handouts and overheads, to your lesson plan.

**NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION
LESSON PLAN**

Course Title _____

Lesson Title _____

Instructor(s) _____

Prepared By _____ **Date** _____

Time Frame:	Activated Learner Strategy:
Total ____ hr., ____ min.	
Suggested Schedule:	
Day:	1. Target Population:
Times:	2. Number of Participants:
 Problem Statement:	3. Space Requirements/Room Setup:
	4. Needs Assessment
	Strategy: Proposed Strategy for identifying the <i>specific</i> staff in need of this training intervention:

Performance Objectives:

Immediate Outcome

Impact Assessment

Procedures:

Immediate Impact

Intermediate Outcome

Intermediate Impact

Ultimate Outcome

Ultimate Impact

Methods/Techniques:**Instructor Materials:****References:****Equipment and Supplies Needed:** *Flip Chart & Stands* *Chalkboard* *16 mm Projector* *Film Length:* _____ min. *Slide Projector*Type: *Carousel* *Tray* *Sound-on-Slide* *Screen* *Flip Chart Pad* _____ Number Needed *Felt-tip Markers* _____ Different Colors *Masking Tape (size $\frac{1}{2}$ ")* _____ Rolls Needed *Other* _____ *Video Player (VCR)*Type: *$\frac{1}{2}$ " VHS* *Other* *Videotape length:* _____ min. *Videotape recorder with camera* *TV(s)* *23"* *27"* *33"*

(Indicate size and quantity)

 LCD Projector *Laptop or Desktop Computer & cables* *Overhead Projector***Student Materials (Handouts)**Title# NeededWhen DistributedComments*Copyright clearances will need to be obtained, unless otherwise indicated.*

LESSON PLAN

sson Plan _____

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
I. ANTICIPATORY SET (LEARNER ACTIVATION)	

LESSON PLAN

Lesson Plan _____

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
II. INSTRUCTIONAL INPUT	

LESSON PLAN

sson Plan _____

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
III. GUIDED PRACTICE	

LESSON PLAN

Lesson Plan _____

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
IV. INDEPENDENT PRACTICE	

LESSON PLAN

son Plan _____

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
V. CLOSURE/ASSESSMENT	

LESSON PLAN

Lesson Plan _____

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER

LESSON PLAN

esson Plan _____

NARRATIVE (CONTENT) SCRIPT (What the trainer says)	NOTES TO TRAINER
<p>I. ANTICIPATORY SET (LEARNER ACTIVATION)</p> <p><i>Goal: Establishes readiness for learning in a lesson plan, a module, or a curriculum, etc.</i></p> <p>A. Statement regarding how this module (lesson) fits in the whole training curriculum -- how it is related to other parts.</p> <p>B. Provides a rationale for the learning task(s) -- establishes "why" it is important or worthy. <i>Allows participants to establish own personal meaning. They need to arrive at the meaning; you can't just tell them.....</i></p> <p>C. Introduces the key conceptual focus of the lesson plan, module, or seminar.</p> <p>D. Explicit sharing of participant performance objectives and impact assessment procedures or techniques.</p> <p>E. Overview of training activities (what trainer will do and what participants will do).</p>	<p>Suggested time allotted</p> <p>Statement? Activity? Instructions? Visuals? Needed Materials? transparency chartpaper manual materials</p>

LESSON PLAN

Lesson Plan _____

NARRATIVE (CONTENT) SCRIPT (What the trainer says)	NOTES TO TRAINER
<p>II. INSTRUCTIONAL INPUT:</p> <p><i>Goal: New information, content, or stimulus provided for the participants:</i> Be Brief!</p> <p>A. Critical concepts, information, skills, processes, values/attitudes to be taught. Essential content information.</p> <p>B. Critical examples, illustrations, questions to be asked (interspersed as appropriate). Lead group through example from the front.</p> <p>C. Periodically check for comprehension</p>	<p>Brief description of training strategy or strategies: i.e., structured activity, simulation, case study, etc. There may be several and should be described as they occur in the instructional flow.</p>
<p>III. GUIDED PRACTICE</p> <p><i>Goal: Opportunity for participants to apply/practice new learning in a safe environment: Assignments/Products/Support</i></p> <p>A. Group activity/assignment to apply/practice input. Trainer or group facilitator coaches and supports</p> <p>B. Opportunity to hear products from other groups and critique. (which supports the learning)</p> <p>C. Trainer provides a safe “can not fail” environment by coaching and supporting until products are acceptable.</p>	<p>Techniques to check for participant understanding.</p> <p>Techniques to provide feedback to participants on the progress of their learning.</p> <p>Instructions for small group activities.</p> <p>Coaching for the desired outcome.</p>

LESSON PLAN

sson Plan _____

NARRATIVE (CONTENT) SCRIPT (What the trainer says)	NOTES TO TRAINER
<p>IV. INDEPENDENT PRACTICE (As appropriate)</p> <p><i>Goal: Participants apply knowledge/skill with little involvement by trainer (by completing assignments, products, etc.)</i></p> <p>A. Can be group or individual activity</p> <p>B. Can go beyond the classroom to work environment</p> <p>C. Allows for creativity in finding solutions etc.</p> <p>D. Can lead participants to seek out additional input, etc.</p> <p>This is really where the higher level impact performance objectives can come into play.</p> <p><i>NOTE: The success of Independent Practice is dependent upon the quality of the development and articulation of the assignments to individuals or groups.</i></p>	<p>Time allotted Activity description(s) Activity instructions</p> <p>How will trainer & participant interact?</p> <p>How will learning be monitored and feedback given?</p> <p>Materials needed?</p> <p>Timing/sequence in instructional flow?</p>

LESSON PLAN

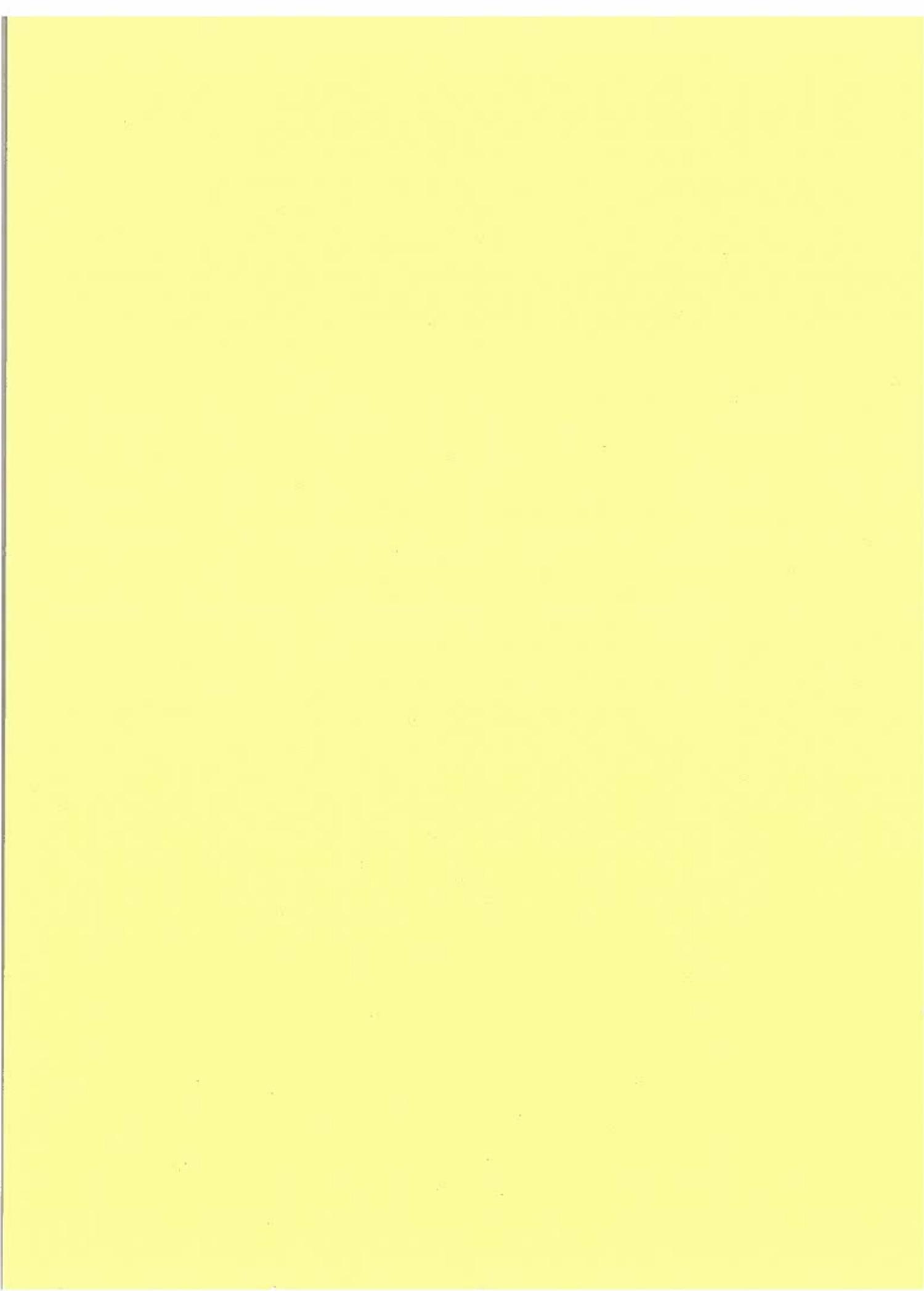
Lesson Plan _____

NARRATIVE (CONTENT) SCRIPT (What the trainer says)	NOTES TO TRAINER
<p>V. CLOSURE\ASSESSMENT</p> <p><i>Goal: Bring closure to this segment of the training.</i></p> <ul style="list-style-type: none">A. Reiterate critical points of the learning, and clarify as necessary.B. Determine to what degree performance objectives were met.C. Relate this learning experience to overall training outcomes and the flow of instruction (what is yet to come in subsequent modules).D. Build a bridge to next module or lesson plan.E. Conduct assessment of student learning or set proficiency test.F. <i>Set clear expectations for performance back on the job. Be very clear about this! Be specific about how this training is to be applied</i>	<p>Time allotted</p> <p>Will be done by trainer and/or participants?</p> <p>Describe strategy or strategies to be used.</p>

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

Module Twelve

**Sample Lesson Plans for
Analysis**



ANALYZING LESSON PLANS

Instructions: Two lesson plans follow. Your group will be assigned one lesson plan to analyze. You will need to prepare a report covering the results of your analysis. Monitor your time carefully! **HINT: Everybody quietly read the entire lesson plan first!!!!**

Some suggestions:

1. Analyze Cover Sheet

Front Sheet:

- Duration (Hours allocated) appropriate?
- Room setup conducive to participant-centered activity?
- Participant Target Audience defined?
- Resources and materials described on page 2?

Is an assessment strategy included for:

- Immediate Impact
- Intermediate Impact
- Ultimate Impact

2. Attachments

Is Topic problem statement attached?

Is needs assessment strategy/results attached?

Are visuals, etc., attached?

3. Analyze performance objectives. (Remember: read entire lesson plan first!)

Do they contain all three parts?

Do they address more than one learning style?

Are they targeting the correct domain of learning given the topic?

Are there “Intermediate” & “Ultimate” impact objectives?

(Performance on the job; Agency Benefit)

What suggestions can you make for improving any performance objectives you have identified as deficient?

4. Next, analyze the body of the lesson plan.

- Does it “Teach the Wheel” and include instructional components to address all four learning styles?

Cite the specific page and nature of the activity that targets each learning style.

If you judge that all four learning styles are not targeted in the lesson plan, please suggest an appropriate activity/component that could be included for each one that is missing. Be specific!

✓ **Anticipatory set:** contains a valid and brief anticipatory set? Makes learner ready? Answers “why” adequately?

✓ **Input Section:** Content? Answers “what” adequately? Is it brief?

✓ **Guided Practice Section:** Allows hands-on, practical activity with trainer safety net? Answers “How” adequately?

✓ **Independent Practice Section:** Allows true opportunity to experiment and try things out and tinker a bit. No or very little trainer involvement. Adequately answers the question: “Now, what if we just.....?”

✓ **In the closure/assessment,** is a bridge built to prepare the learning for a module to follow? Is there a valid impact assessment component present? Are Performance Objectives restated and perhaps measured?

Note: You might want to use this back at your agency as a tool to review/assess lesson plans.

I. MINNESOTA JAIL RESOURCE CENTER LESSON PLAN COVER SHEET

Course Title: How to Run a Direct Supervision Housing Unit

Lesson Title: MODULE 6 - Planning and Organizing in the Unit

Instructor(s): Tom Reid, Vic Jacobsen

Prepared by: Tom Reid Date: June 16, 1993, Revised April 5, 1995

Time Frame: Total <u>1 hr., 30 min.</u> Suggested Schedule: Day: Two Time(s): 3:00 - 4:30 pm	Target Population: New direct supervision housing Officers Number of Participants: 24 Space Requirement: Direct supervision day room or large classroom with breakout space
Performance Objectives: Participants will be able to: 1) identify the importance of planning and organizing by a D/S officer in the unit; 2) list the five major steps involved in planning/problem solving in the unit; 3) list at least three operational goals they can set as a D/S housing unit officer; 4) apply action planning by developing a specific written plan to achieve one of those operational goals; 5) develop a list of activities or events they can plan and organize in the unit using the same action planning process.	Evaluation Procedures: (How will objectives be evaluated?) 1) Review flip chart list. 2) Verbal questioning of participants. 3) Review written list of operational goals developed by groups. 4) Review written action plans developed by groups to achieve stated goal(s). 5) Review written flip chart list of suggested activities and events.

Methods/Techniques:
Lecture, small group discussion, small group products

INSTRUCTOR MATERIALS:	REFERENCES:
<p>Equipment and Supplies Needed:</p> <p><input checked="" type="checkbox"/> <u>Flipchart & Stands</u> <u>2</u> Number Needed</p> <p><input type="checkbox"/> <u>Chalkboard</u></p> <p><input type="checkbox"/> <u>16mm Projector</u> <u>Film Length:</u> <u> </u> min.</p> <p><input type="checkbox"/> <u>Slide Projector</u> <u>Type:</u> <input type="checkbox"/> <u>Carousel</u> <input type="checkbox"/> <u>Tray</u> <input type="checkbox"/> <u>Sound-on-Slide</u></p> <p><input checked="" type="checkbox"/> <u>Screen</u></p> <p><input checked="" type="checkbox"/> <u>Flipchart Pads</u> <u>2</u> Number Needed</p> <p><input type="checkbox"/> <u>6 Felt-Tip Markers</u> <u>3</u> Different Colors</p> <p><input checked="" type="checkbox"/> <u>Masking Tape (size 1/2")</u> <u>1</u> Rolls Needed</p> <p><input type="checkbox"/> <u>Other</u> _____</p>	<p><input type="checkbox"/> <i>Videotape Player</i></p> <p><u>Type:</u> <input type="checkbox"/> <u>1/2" VHS</u> <input type="checkbox"/> <u>Other (Specify)</u></p> <p><input type="checkbox"/> <u>Videotape length:</u> <u> </u> min.</p> <p><input type="checkbox"/> <i>Videotape recorder with camera</i></p> <p><input type="checkbox"/> <u>TV(s)</u> <input type="checkbox"/> <u>23"</u> <input type="checkbox"/> <u>27"</u> <input type="checkbox"/> <u>33"</u> <i>(Indicate size & quantity)</i></p> <p><input type="checkbox"/> <i>VIDEOSHOW</i></p> <p><input checked="" type="checkbox"/> <i>Overhead Projector</i></p> <p><input type="checkbox"/> <i>Computer(s): Quan: 1 or 2</i></p> <p>_____</p>

Student Materials (Handouts)

Title*	#Needed	When Distributed	Comments
<i>Participant Manual</i>	24		

*Copyright clearances will need to be obtained, unless otherwise indicated

LESSON PLAN

Module 6: Planning and Organizing in the Unit

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>I. ANTICIPATORY SET: (10 Minutes)</p> <p>A. The performance objectives for this module are:</p> <p>Participants will be able to:</p> <ol style="list-style-type: none">1) Identify the importance of planning and organizing by a D/S officer in the unit.2) List the 5 major steps involved in planning/problem solving in the unit.3) List at least 3 important operational goals they can set as a D/S housing unit officer.4) Apply action planning by developing a specific written plan to achieve one of those operational goals.5) Develop a list of activities or events they can plan and organize in the unit using the same action planning process. <p>B. Please reflect for a moment: As a D/S Officer, why is Planning and organizing in the unit a good inmate management tool? Think about this statement, then discuss it in your small group (Take 2-3 Minutes)</p> <p>Now, let's list your reasons on the flip chart.</p> <p>So you have basically told me that planning & organizing is an important inmate management tool. Now we will proceed to examine the planning process.</p> <p>Module Theme: GOOD THINGS DON'T HAPPEN BY ACCIDENT; YOU HAVE TO MAKE THEM HAPPEN!</p>	<p>Show OH #1: "Module Title"</p> <p>Show OH #2: "Performance Objectives"</p> <p>Show OH #3: "Reflect"</p> <p>List out reasons on flip chart and discuss</p> <p>Show OH #4: "Good things..."</p>

LESSON PLAN

Module 6: Planning and Organizing in the Unit

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>C. As a direct supervision housing officer you are 100% responsible for the running of your unit. This means that you must insure that the mission and purpose of your unit is accomplished. It also means that YOU must insure it operates within facility guidelines (policy and procedure).</p> <p>You must set the highest achievable standards for your unit. (The self fulfilling prophesy). You should want your unit to be the cleanest, best run, least troublesome, most secure unit in the facility.</p> <p>To accomplish this you should be a planner and organizer. Just as your supervisor is concerned with the coordination of all jail programs and services, you are concerned with everything that occurs inside your unit. When you do your job it frees up your supervisor to attend to the other areas of the jail. Keep your supervisor informed, but not tied up with your unit.</p> <p>You are expected to run your unit. This means not relying on your supervisor to give directions, but rather operating autonomously, setting standards, establishing goals and implementing practices to achieve your unit standards and goals.</p>	Stress issue of being autonomous in the unit means acting not reacting, etc.

LESSON PLAN

Module 6: Planning and Organizing in the Unit

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>II. INPUT: (20 Minutes)</p> <p>A. Planning and organizing need not be a formal complex procedure. In fact, it should be as simple as possible.</p> <p>Planning involves 5 steps:</p> <ul style="list-style-type: none">o Identifying a problem , concern, or issue to be addressedo Setting a goal or goalso Developing an action plan to achieve the goalo Implement and monitor the plano Evaluate goal achievement <p>1. Identifying a Problem:</p> <p>Identifying a problem or issue can be based upon <u>objective data</u> (Too many incident reports from your unit last month) or <u>subjective intuition</u> (tension levels seem up). The important thing is that you do need to be able to articulate exactly why something is a problem!</p> <p>2. Setting goals:</p> <p>Based upon the nature of the problem, and your analysis of the situation, you can now set goals for what you want to achieve in the unit and thus resolve the problem.</p> <p>Try picking goals that are <u>achievable</u> rather than unrealistic. While you need to set high expectations, you don't want to set up yourself and the unit for failure. (You can raise your goal for the next round).</p>	<p>Show OH #5: "Steps in..."</p> <p>Show OH #6: "Identifying..."</p> <p>Stress picking achievable goals.</p>

LESSON PLAN

Module 6: Planning and Organizing in the Unit

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>The best goals are measurable and involve a time line. This means you will be able to tell when you reach them (or else be able to tell how close you came!)</p> <p>You need a few goals (1-3) that you are attempting to achieve at any given time.</p> <p>As an example, some goals you may want to set:</p> <p>Increase Sanitation: "Receive 90% or better on next week's sanitation inspection."</p> <p>Reduce Contraband: "Search 50% of the unit cells by next Tuesday."</p> <p>Increase Efficiency: "Complete counts within 15 minutes."</p> <p>Increase Involvement: "Get 20% of the unit inmates involved in unit activities."</p> <p>Reduce Tension: "Reduce reportable incidents in the Unit by 10%"</p>	Show OH #7: "Sample Goals"

LESSON PLAN

Module 6: Planning and Organizing in the Unit

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER														
<p>3. Action Plan:</p> <p>The next part of goal setting is figuring out or planning how you will achieve them. These become your short term objectives or action steps.</p> <p>For example to achieve 90% or better on the sanitation inspection I must:</p> <p>ACTION PLAN:</p> <table><thead><tr><th>Activity:</th><th>Deadline:</th></tr></thead><tbody><tr><td>1) Inspect the unit daily. 8/13/95</td><td>Begin</td></tr><tr><td>2) Train 4 inmates how to clean the shower.</td><td>8/10/95</td></tr><tr><td>3) Train inmate Wilson how to clean his toilet. 8/11/95</td><td></td></tr><tr><td>4) Split up the cleaning detail into smaller, more specific assignments.</td><td>8/10/95</td></tr><tr><td>5) Order cleaning supplies on time.</td><td>8/10/95</td></tr><tr><td>6) Develop additional incentives for inmates to clean unit.</td><td>8/13/95</td></tr></tbody></table> <p>Action steps should be very specific and represent positive activity that will lead to the achievement of the goal. Each action step should have a deadline for its implementation. If appropriate, you should also note person responsible for completing the step and meeting the deadline.</p>	Activity:	Deadline:	1) Inspect the unit daily. 8/13/95	Begin	2) Train 4 inmates how to clean the shower.	8/10/95	3) Train inmate Wilson how to clean his toilet. 8/11/95		4) Split up the cleaning detail into smaller, more specific assignments.	8/10/95	5) Order cleaning supplies on time.	8/10/95	6) Develop additional incentives for inmates to clean unit.	8/13/95	<p>Show OH #8: "Action Plan"</p> <p>Ask students to suggest the deadlines, etc. and fill them in on OH #8.</p>
Activity:	Deadline:														
1) Inspect the unit daily. 8/13/95	Begin														
2) Train 4 inmates how to clean the shower.	8/10/95														
3) Train inmate Wilson how to clean his toilet. 8/11/95															
4) Split up the cleaning detail into smaller, more specific assignments.	8/10/95														
5) Order cleaning supplies on time.	8/10/95														
6) Develop additional incentives for inmates to clean unit.	8/13/95														

LESSON PLAN

Module 6: Planning and Organizing in the Unit

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>4. Implementation and Monitoring:</p> <p>The next step in planning and organizing for the unit is to implement and monitor the plan. This means to "do what you said you would do." If you wrote deadlines on your action plan, implementation is easier.</p> <p>To insure your commitment, you might tell your supervisor what your goals are.</p> <p>Make sure you tell the inmates. Solicit their participation; GET THEM INVOLVED IN THE SOLUTION!!</p>	Show OH #9: "Implem...."
<p>5. Evaluation:</p> <p>The final step is to collect some data and measure how close you can to achieving your goal. Data gathering can be formal or informal. In the example of increasing sanitation, it simply means obtaining the next few weeks' sanitation inspections and comparing the results.</p> <p>Based upon the information, you may want to change the action plan, modify the goals, or abandon the project and move on!</p>	Show OH #10: "Evaluation..."

LESSON PLAN

Module 6: Planning and Organizing in the Unit

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>III. GUIDED PRACTICE: (30 Minutes)</p> <p>INSTRUCTIONS:</p> <p>Now I would like to have each of you think of at least three specific goals you can establish for your housing unit. (Allow 2 minutes)</p> <p>Please write down your goals</p> <p>Let's get 10 - 12 on the flip chart.</p> <p>For each goal (briefly):</p> <ul style="list-style-type: none">o Why selected?o Achievable?o Tied to behavior management?o Etc. <p>Now, working in groups of 4, I will assign a goal to each group. Please develop a very specific action plan, organizing how you would achieve a selected goal. Once you have drafted your action plan, please write your goal and action plan on flip chart paper, and prepare to present your plan to the group. You have about 15 minutes.</p> <p>Please come up to the front and present your action plan.</p>	<p>Ask participants to silently generate at least three specific goals they can establish for their housing unit.</p> <p>Solicit 10-12 examples of the goals. Flip chart suggested goals. Briefly discuss each.</p> <p>Given the list of examples, break into working groups of 4 persons. Assign a goal to each group</p> <p>Have each group present it's plan. Solicit ideas and suggestions from the other groups</p>

LESSON PLAN

Module 6: Planning and Organizing in the Unit

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>IV. GUIDED PRACTICE: (Optional -20 Minutes If time permits)</p> <p>A. We have just covered the process for planning and organizing to achieve goals in the unit. We listed some fairly significant operational goals, which will result in many obvious benefits.</p> <p>B. Now we are going to discuss planning and organizing for a specific activity or event in the unit. Part of being a leader, autonomously running the housing unit, and managing behavior means that you don't wait for some else to plan activities in the Unit.</p> <p>C. For example, we know program staff work to keep inmates productively occupied, but you can't expect them to develop every program, activity, or event to meet your needs. As leader in the unit, you will need to do some of that yourself. For example, you notice that there seems to be an unproductive 2 hour dead time on Thursday afternoons. You can certainly plan an event to fill that time!</p> <p>D. Now, let's brainstorm a list of specific activities that you can autonomously plan and organize in the unit. (Emphasize that "autonomous" is a relative word - in the jail setting there may be no true and total autonomy, but there are some activities and events housing staff can conduct on their own).</p> <p>E. Let's list these on the flip chart.</p> <p>F. Debrief: For each suggestion:</p> <ul style="list-style-type: none">o Why select this activity or event?o What need will it fulfill?o How will it support good behavior?o Who needs to be involved/informed? etc.	<p>Ask other trainers or veteran DS officers for examples of events they planned for a unit.</p> <p>Solicit ideas from participants, and record results on flip chart.</p>

LESSON PLAN

Module 6: Planning and Organizing in the Unit

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>V. CLOSURE: (10 Minutes)</p> <p>You have completed a brief module concerning planning and organizing.</p> <p>You have:</p> <ul style="list-style-type: none">1) Identified the importance of planning and organizing by the D/S officer in the unit.2) Learned the 5 major steps involved in planning.3) Listed several important operational goals you can set as a D/S housing unit officer.4) Learned action planning by developing a specific written plan to achieve one of those operational goals. <p>and</p> <ul style="list-style-type: none">5) Developed a list of activities or events you can plan and organize in the unit using the same action planning process. <p>In the next module tomorrow morning, we will discuss managing differences in the housing unit through conflict management techniques.</p>	Show OH #2: "Performance Objectives"



**NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION
LESSON PLAN COVER SHEET**

Course Title: FTO Program Development Workshop

Lesson Title: Writing Performance Objectives

Instructor(s): Tom Reid

Prepared by: Tom Reid Date: 3/9/1999

<p>Time Frame: Total <u>2</u> hr., <u> </u> min. Suggested Schedule: Day Two Time(s): 8 a.m. - 10 a.m.</p>	<p>Target Population: FTO Program Developers Number of Participants: up to 32 Space Requirement: Class room with 4 groups</p>
<p>Performance Objectives: After completing this module, participants will be able to: 1. Complete a programmed learning workbook; 2. Analyze performance objectives by identifying all 3 parts and the targeted domain of learning; 3. Write a group psychomotor performance objective for a non-corrections-related topic; and 4. Write a psychomotor performance objective for their selected FTO module topic.</p>	<p>Evaluation Procedures: (How will objectives be evaluated?) 1. Observation during large group exercise. 2. Review and critique of written group performance objective. 3. Review and group leader sign-off of individual module topic performance objective.</p>

Methods/Techniques: Short lecture, group exercise, self-learning booklet, small group exercise, individual exercise.

INSTRUCTOR MATERIALS: Need 4 good non-corrections related topics for small group PO-writing exercise (see lesson plan body)	REFERENCES:
Equipment and Supplies Needed: <p><input checked="" type="checkbox"/> <u>Flipchart & Stands</u> <u>2</u> Number Needed</p> <p><input type="checkbox"/> <u>Chalkboard</u></p> <p><input type="checkbox"/> <u>16mm Projector</u> Film Length: <u> </u> min.</p> <p><input type="checkbox"/> <u>Slide Projector</u> Type: <input type="checkbox"/> <u>Carousel</u> <input type="checkbox"/> <u>Tray</u> <input type="checkbox"/> <u>Sound-on-Slide</u></p> <p><input checked="" type="checkbox"/> <u>Screen</u></p> <p><input type="checkbox"/> <u>Flipchart Pads</u> <u>6</u> Number Needed</p> <p><input type="checkbox"/> <u>Felt-Tip Markers</u> <u>3</u> Different Colors</p> <p><input type="checkbox"/> <u>Masking Tape (size ½")</u> <u>2</u> Rolls Needed</p> <p><input type="checkbox"/> <u>Other</u> _____</p>	<p><input type="checkbox"/> <u>Videotape Player</u></p> <p>Type: <input type="checkbox"/> <u>½" VHS</u> <input type="checkbox"/> <u>Other (Specify)</u></p> <p><input type="checkbox"/> <u>Videotape length: min.</u></p> <p><input type="checkbox"/> <u>Videotape recorder with camera</u></p> <p><input type="checkbox"/> <u>TV(s) 23" 27" 33"</u> (Indicate size & quantity)</p> <p><input type="checkbox"/> <u>VIDEO SHOW</u></p> <p><input checked="" type="checkbox"/> <u>Overhead Projector</u></p> <p><input type="checkbox"/> <u>Computer(s): Quan: 1 or 2</u></p> <p>_____</p>

Student Materials (Handouts)

Title*	#Needed	When Distributed	Comments
FTO Participant notebook	up to 32	Start of workshop	

*Copyright clearances will need to be obtained, unless otherwise indicated

LESSON PLAN

Module: Writing Performance Objectives

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>I. ANTICIPATORY SET: (5 Minutes)</p> <p>A. Every one has need to have goals or targets, and a way to tell if or when they have achieved them. Well written performance objectives fill that function in FTO training - for the trainee, trainer, and the administration. Performance objectives really define what it means to be proficient at a given task, and therefore allow you to judge when it is time to sign off on the check sheet.</p> <p>A good performance objective answers the questions:</p> <ul style="list-style-type: none">a. How do I know to sign off?b. What should the trainee aim for?c. What is the standard of performance for the agency?	<p>Show Bullseye OH #1 or draw on flip chart.</p> <p>Show OH #2: "Egg Trick" module. Circle perf. obj. as example.</p> <p>Do same for "Handcuffing" module.</p>
<p>II. INPUT: (60 minutes)</p> <p>A. Performance Objective: Parts and Format</p> <p>A well-written and effective performance objective has 3 distinct parts:</p> <ul style="list-style-type: none">1. condition2. action word3. standard	<p>Show OH #3: Parts of a PO</p>

LESSON PLAN

Module: Writing Performance Objectives

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>The condition is what occurs that allows or causes the intended learning to take place. For example:</p> <p>after completing the self learning PO workbook....., after a demonstration.... after a short lecture... after participating in a group discussion.... after reading a book ... given a floor plan & assignment</p> <p>In other words, what is it that “condition” occurs or is met that enables the learning to follow? (Generally, it is what the trainer does or sets up.)</p> <p>The action word - verb - describes what the trainee will actually “do” concerning the learning. For example:</p> <p>Trainee will</p> <ul style="list-style-type: none">demonstrate (a well-being check)perform (a strip search)conduct (a count)identify (contraband) <p>create (a plan for) apply (during the next shift...)</p>	Show OH #4: “Condition”
<p>The standard defines the level of performance or criterion for proficiency required by the agency or organization. For example:</p> <p>following all the steps defined in procedure DSP 11.06 ... 3 times in a row with no errors ... finding 4 out of 5 contraband items...</p> <p>Warning: don't write compound performance objectives. In other words, keep them simple. If you find more than one verb, you are trying to achieve too much in one objective.</p>	Show OH #6: “Standard”.

LESSON PLAN

Module: Writing Performance Objectives

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>B. Performance Objectives and Domains of Learning (15 min)</p> <p>The performance objective needs to match the domain of learning that the training primarily addresses. For example, in a classroom setting aimed at cognitive learning (facts, knowledge, information), the performance objectives will be written and keyed to the cognitive domain in terms of the action word. For example, they will contain:</p> <ul style="list-style-type: none">o to listo to explaino to reciteo to give exampleso to cite reasons for..... <p>(Optional: some higher level cognitive objectives could be:</p> <ul style="list-style-type: none">o to apply ...o to analyze ...o to create ...o to evaluate or enhance ...) <p>Since we are dealing with skills acquisition in an on-the job setting, the FTO module performance objectives need to reflect the psychomotor domain of learning: "to do" (not to know) statements. The key action words in FTO module performance objectives will be:</p> <ul style="list-style-type: none">o to demonstrate ...o to perform ...o to conduct ...o to distribute <p>Psychomotor domain of learning performance objectives will require activity and large muscle movement: - i.e., actual physical behavior - in order to meet them.</p> <p>Since you are primarily developing FTO modules to address skills building, you need to make sure the performance objective you write addresses the psychomotor domain of learning.</p>	<p>Show OH #7: Cognitive Domain.</p> <p>Show OH #8: Psychomotor Domain.</p>

LESSON PLAN

Module: Writing Performance Objectives

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>C. The Programmed Learning Booklet</p> <p>Please turn to page ____ in your participant manual. You now have 20 minutes to complete a self-instructional exercise about performance objectives. My advice is to complete all exercises from pages ____ to _____. (Make sure they go all the way to appendix D in the self-instructional booklet.)</p> <p><i>Instructor: see note under "Guided Practice" section - you need to prepare some flip chart pages while they work in the workbook.</i></p> <p>D. Now we are going to analyze 5 performance objectives. you will identify the 3 parts and the domain of learning. (15 min)</p> <ol style="list-style-type: none">1. After a short lecture, participants will identify correctly all 3 parts of a sample performance objective.2. After completing a programmed learning booklet, participants will write a cognitive performance objective.3. After viewing the pat search video tape, participants will pat search a volunteer following the process described in the video.4. After demonstration by the egg-master, participants will drop a raw egg into a water glass without breaking the egg.5. After being trained in inmate rights and IPC skills, participants will perform on-the-job such that they have 40% fewer grievances from inmates over the next 30 days. <p>Note: Discuss the #5 performance objective separately - it represents a higher level performance objective where: the condition is two interventions, the action word transcends the training environment to actually applying knowledge and skills while working, and the standard is an objective measurable operational goal that the administration wants achieved.</p>	Refer participants to page ____ in manual. Set assignment.
	Show OH # 9: POs 1 & 2 - and have class analyze.

LESSON PLAN

Module: Writing Performance Objectives

NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>This performance objective actually illustrates the use of the dynamic training model to solve operational problems - if the 40% is not achieved, additional conditions (i.e., training interventions) could be tried.</p> <p>III. GUIDED PRACTICE (20 minutes)</p> <p>Small Group Exercise: Writing a performance objective</p> <p>Now, each group will write a performance objective for your given topic. Please write the performance objective on a flip chart page and identify someone to present it to the large group. You have 10 minutes. Reminder: analyze and check your product before finalizing by identifying the domain of learning and the 3 parts.</p> <p><i>NOTE: While participants are working on the self instructional PO booklet, the instructor should write the header: topic and performance objective on each of 4 flip charts and then fill in the fun topic on each one. Then flip the page up to cover the topic. As the assignments are being made, uncover the page to reveal the fun topic for each group.</i></p> <p>Assignments:</p> <p>Group one: Bungee Jumping Group two: Playing casino black jack Group three: Driving a stick shift car Group four: Juggling sharp knives Alt topic: Carrying a raw egg in a tea spoon</p> <p>Now we are going to analyze your performance objectives. (The instructor should move to the back and force the other groups to analyze the POs by asking the 4 key questions: the three parts and the domain. Have the other groups suggest modifications or alternative standards for each. If it seems appropriate, have the "author" group make changes based upon suggestions.)</p>	<p>Assign each group a topic, then conduct debriefing. Watch the time!</p> <p>During debriefing, have group ID 3 parts and domain.</p>

LESSON PLAN

Module: Writing Performance Objectives

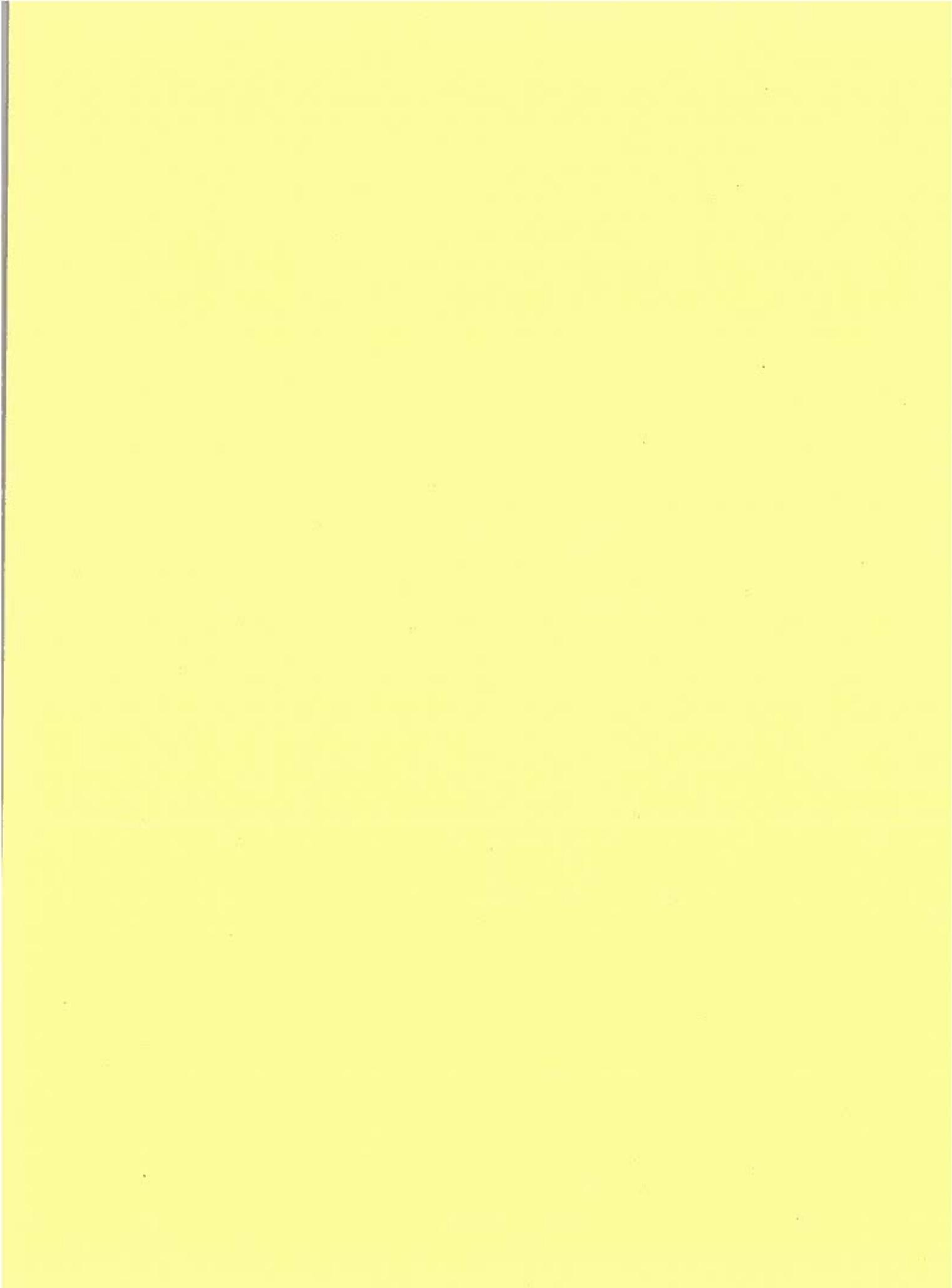
NARRATIVE (CONTENT) SCRIPT	NOTES TO TRAINER
<p>IV. INDEPENDENT PRACTICE (20 minutes)</p> <p>Individual Exercise: Writing your module's performance Objective</p> <p>Now you understand the format and function of performance objectives. In the next 20 minutes, please write the primary performance objective addressing the topic you have selected for your module. Make sure it is concise, addresses psychomotor learning, and includes all 3 parts.</p> <p>Use the space provided in your workbook to draft it.</p> <p>Then, working in pairs, review each other's draft performance objective. Ask your partner to identify the condition, action word, standard, and domain of learning of his/her performance objective.</p> <p>When you have finished, have your small group leader review and sign off on it. You can then transfer it, as well as your module title/topic to your blank FTO module form.</p>	Make sure small group leaders are available at tables. Have them analyze each PO with the participant. If PO has the 3 parts, proper format, and is psychomotor domain, instruct small group leader to approve it to be transferred on the form.
<p>V. CLOSURE (5 minutes)</p> <p>A. Now you know how to write a performance objective that reflects skills-building and the psychomotor domain of learning. Writing proper performance objective is critical to the development of a successful jail FTO program.</p> <p>Now that you have identified a topic and written a performance objective for that topic, the next step is to develop the actual FTO performance checklist for a module. This becomes the actual step by step instruction for the successful completion of the task.</p>	

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module Thirteen

FTO Program Assessment



FTO PROGRAM ASSESSMENT

A. Module Objectives

After completing this module, you will be able to:

- ① Describe the components of a formal FTO program;
- ② List at least 5 benefits and 5 shortcomings of FTO training programs;
- ③ Explain the task-specific format and teaching process of this particular FTO training model; and
- ④ Assess your current FTO program and identify areas needing improvement.

B. FTO (Field Training/Facility Training Officer) Programs are

Formal on-the-job training that:

✓ BUILDS SKILLS

✓ IS LEGALLY
DEFENDABLE

✓ MEETS RECOGNIZED
STANDARDS

C. Seven Elements of an Effective FTO Program:

1. *Comprehensive task list* (a manual) with task-specific training proficiency checklists.

2. FTO *observation reports* (daily, etc.)

3. *Trained* FTOs

4. FTO *program manager*

5. *Documentation* system

6. FTO *teaching process*

7. *Evaluation* process

○ observation reports

○ proficiency tests

D. Theme

“I HEAR AND (10% Retention)
I FORGET”

“I SEE AND I (20% Retention - See only)
UNDERSTAND (40% Retention - both see & hear)

“I DO AND I (80-90% Retention)
COMPREHEND!”

E. FTO Programs are

■ One-to-one instruction

■ Competency-based education

- Proceed at learner's pace
- Risk-free learning
- Builds trainee confidence
- Constantly reinforces relevant learning

Note:

Just as much work as classroom-based training
and
FTO program cannot meet all of your training needs!

F. Outcomes

- FTO/OJT is taken more seriously and effective when done formally and with documentation.
- Gain consistency when FTO done through approved task checklists.
- Employees are trained systematically.
- Prepares staff to perform at a high level.

G. Benefits

- ☞ Competency-based, self-paced.
- ☞ Cost effective.
- ☞ Easily monitored

- ☞ Effective testing - proficiency-based test.
- ☞ Staff gain useful/ needed skills very quickly.
- ☞ Tunes up everybody.
- ☞ Reduces use of expensive classroom-based training.

H. shortcomings

- ❖ Will not address all your training needs.
- ❖ Not appropriate for high tech, complex topics, or inmate sensitive topics.
- ❖ Less useful for pure knowledge-based objectives.
- ❖ Trainees can pick up bad habits/shortcuts if you do not monitor the training.
- ❖ Can become too informal.
- ❖ It's a lot of work!
 - preparation
 - delivery

Remember: it will take just as much time & work
as classroom-based training.

FTO Module Performance Checklist

Chapter: _____

Trainee: _____

Module Title: _____

FTO: _____

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

STEPS:

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

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

X _____ FTO
X _____ Trainee

FTO Module Performance Checklist

Chapter: Security
Module Title: Handcuffing

Trainee: OFFICER JIM WISEMAN
FTO: Reid #231

PERFORMANCE OBJECTIVE:

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

STEPS:

1. Obtain set of handcuffs and key.
2. Inspect handcuffs (ratchets, link, keyholes).
3. Approach and face inmate.
4. Ask inmate to "present wrists - palms together and waist high".
5. Apply cuff to one wrist with keyhole toward inmate while maintaining control of loose cuff.
6. Apply remaining cuff to other wrist with keyhole toward the inmate while maintaining control of the link.
7. Check each cuff for tightness using the pinky-finger technique.
8. Double lock each cuff by pushing down double lock button the end of key. (Lock actuator pin)
9. Secure the key and assume the escort position.

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

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

FTO Module Performance Checklist

Chapter: Security
 Module Title: Handcuffing

Trainee: J/M WISEMAN
 FTO: J/M Reid

PERFORMANCE OBJECTIVE:

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

STEPS:

1. Obtain set of handcuffs and key.
2. Inspect handcuffs (ratchets, link, keyholes).
3. Approach and face inmate.
4. Ask inmate to "present wrists - palms together and waist high".
5. Apply cuff to one wrist with keyhole toward inmate while maintaining control of loose cuff.
6. Apply remaining cuff to other wrist with keyhole toward the inmate while maintaining control of the link.
7. Check each cuff for tightness using the pinky-finger technique.
8. Double lock each cuff by pushing down double lock button the end of key. (Lock actuator pin)
9. Secure the key and assume the escort position.

I certify that proficiency was demonstrated by the above trainee concerning this task on 4/1/03 (date)
 J/M Reid FTO
 J/M Wiseman Trainee

Trainee Reads/Reviews Task Document	FTO Explains & Demonstrates	Trainee Explains as FTO Demonstrates	Trainee Explains & Demonstrates	Trainee Practices	Trainee Performs Successfully (Proficiency Test Completed)
JW TRC 4/1/2003	JRC 4/1/2003				
JW TRC 4/1/2003		JW TRC 4/1/2003			
		JW TRC 4/1/2003	JW TRC 4/1/2003	JW TRC 4/1/2003	
					(Assigned at least 5 attempts/day for 6 days) 4/1/2003
					JW TRC conducted 4/8/2003

Hours
 4.5

1.0 hrs.
 3 hrs 30 min

FTO TEACHING PROCESS

11 Steps to Effective Psychomotor Learning: *Instructional, Practice, and Evaluation Phases*

⇒ TEACHING PROCESS: Instructional Phase

1. FTO puts Trainee at ease.

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

2. FTO establishes reason to learn with Trainee.

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

3. Trainee reads task document.

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

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

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

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

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

6. Trainee explains as FTO performs. (Critical Step)

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

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

This confirms that the Trainee comprehends the steps and behaviors involved. FTO should encourage, coach, support, and provide productive criticism. Make sure all errors or shortcuts are caught at this stage of instruction. All steps must be followed in the proper order.

⇒ TEACHING PROCESS: Practice Phase:

8. FTO writes practice prescription and directs trainee to practice (Critical Step)

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

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

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

⇒ TEACHING PROCESS: Evaluation Phase:

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

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

11. FTO and Trainee document completion of skill topic.

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

⇒ TEACHING PROCESS SUPPORT

12. Support Items for Effective Learning

- o Proper Equipment
- o Proper Positioning
- o Proper Use of Checklist
- o Encourage/Support
- o Communications Skills

- o Give Reasons
- o Allow Questions
- o Always Practice
- o Give Feedback
- o Be a Role Model!!

Most Importantly:
Always
✓ Follow the Process
and
✓ Prepare, prepare, prepare

Observation Reports Measure:

Support of Duties (Institutional Example)

Staff need to function such that they always support:

- Facility Security
 - Facility Sanitation
 - Inmate Safety
 - Staff Safety
 - Inmate Programs and Services
 - Inmate Health, Welfare, Hygiene
 - Inmate Supervision
 - Inmate Behavior Management
 - Inmate Rights
 - Special Management Inmates
 - Inmate Movement
 - Emergency Response/Management/Equipment
 - Administrative/Support/Development Activity
 - (like attend training, fill out time cards, staff meetings, etc.)
 - Physical Plant/Maintenance
- (Admissions & Releases) Probably a complex set of tasks but may be Duty level by default - depends upon jail or prison setting.

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

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

JACOBSEN COUNTY JAIL**FTO OBSERVATION REPORT**

- DAILY
 WEEKLY
 MONTHLY
 OTHER _____

TRAINEE: _____

FTO: _____

DATE: _____

TIME: _____

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

INSTRUCTIONS: Rate observed behavior with reference to the scale below. You are required to write a comment to justify each rating except "N.O." (Not Observed).

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

1. FACILITY SECURITY

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

2. STAFF & INMATE SAFETY

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

3. INMATE HEALTH, WELFARE, HYGIENE

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

4. INMATE RIGHTS

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

5. FACILITY SANITATION

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

6. INMATE SUPERVISION

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

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

8. INMATE MOVEMENT

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

9. EMERGENCY RESPONSE

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

10. INMATE PROGRAMS & SERVICES

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

FTO: _____

Reviewed: _____ Trainee

Reviewed: _____ FTO Supervisor

Reviewed: _____ Administrator

FTO Observation Reports Standards for Scoring (Format)

1. FACILITY SECURITY

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

Notes:

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

2. STAFF & INMATE SAFETY

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

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

3. INMATE HEALTH, WELFARE, HYGIENE

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

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

4. INMATE RIGHTS

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

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

5. FACILITY SANITATION

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

6. INMATE SUPERVISION

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

7. INMATE BEHAVIOR MANAGEMENT

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

8. INMATE MOVEMENT

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

9. EMERGENCY RESPONSE

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

10. INMATE PROGRAMS & SERVICES

- #5 Superior
- #3 Acceptable
- #1 Unacceptable

FTO PROGRAM CHECKLIST

Elements of a comprehensive FTO Program:

● FTO Program

- Governed by policy and procedure** _____ yes _____ no
- Reviewed and approved by administrator in writing** _____ yes _____ no
- Job description for FTOs** _____ yes _____ no
- Other:** _____

● Job Analysis

- All positions covered** _____ yes _____ no
- Identified down to task level** _____ yes _____ no
- All tasks classified** _____ yes _____ no
- >**Heavy cognitive - classroom strategy** _____ yes _____ no
- >**Heavy psychomotor - OJT/FTO strategy** _____ yes _____ no
- >**Some of each (maybe FTO)** _____ yes _____ no
- Other:** _____

● FTO Trainee Manual

- Current to actual facility practices** _____ yes _____ no
- Reflects policy and procedure** _____ yes _____ no
- Rationally organized** _____ yes _____ no
- Addresses core psychomotor tasks** _____ yes _____ no
- Builds from simple to more complex tasks** _____ yes _____ no
- Other:** _____

● FTO module checklists (in the FTO Trainee Manual)

- Acceptable format** _____ yes _____ no
- Performance objectives correct** _____ yes _____ no
in format and content
- Steps precise and specific** _____ yes _____ no
- Steps pre-tested and field tested** _____ yes _____ no

- No more than **8-12** steps _____ yes ____ no
- Acceptable **sign-off** block _____ yes ____ no
- All heavy **psychomotor tasks** addressed _____ yes ____ no
- Other: _____

● FTO Observation Reports

- FTOs **trained** in use _____ yes ____ no
- Written **policy and procedure** governs use of observation reports _____ yes ____ no
- Report is **usable**, gives good information _____ yes ____ no
- Dimensions and standards are **defendable** _____ yes ____ no
- Other: _____

● Trained FTOs

- FTOs have been **trained** in tasks and FTO process _____ yes ____ no
- Training is **well documented** _____ yes ____ no
- FTOs are qualified as **proficient** in FTO teaching process _____ yes ____ no
- FTOs are evaluated by trainees and superiors _____ yes ____ no
- FTOs follow approved teaching steps _____ yes ____ no
- FTOs actively recruited, selected, screened _____ yes ____ no
- FTOs are rewarded _____ yes ____ no
- Other: _____

● FTO Program Manager

- Supervises overall FTO program _____ yes ____ no
- Evaluates FTOs and trainees _____ yes ____ no
- Keeps records _____ yes ____ no
- Facilitates keeping program current _____ yes ____ no
- Conducts regular **FTO meetings** _____ yes ____ no
- Other: _____

● FTO Program Documentation System

- Records kept specific to each trainee _____ yes _____ no
- Regular audit of records for accurate/current information _____ yes _____ no
- Completed manuals/checklists retained as permanent record _____ yes _____ no
- Completed observation reports maintained as permanent record _____ yes _____ no
- Other: _____

● Evaluation System

- Proficiency testing observed, evaluated, and supervised _____ yes _____ no
- Observation reports reviewed and applied _____ yes _____ no
- FTO program evaluated _____ yes _____ no
- Other: _____

● Other:

Identify your major FTO program deficiencies:

Given your deficiencies, now write 3-5 goals for changes you will accomplish in your FTO program in the next 30 days.

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module Fourteen

Training Documentation



TRAINING DOCUMENTATION

A. Module Objectives

After completing this module, you will be able to:

- ① Explain the importance of training documentation;
- ② List training documentation elements & requirements;
- ③ Assess current training documentation deficiencies; and
- ④ Draft a memo to your supervisor recommending improvements in agency training documentation.

B. Training

Remember from Module One, training is:

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

C. Defendable Training

Defendable training is:

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

2. Must be job-related

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

3. From an appropriate source

- Qualified by credentials
- Qualified by knowledge and/or skills
- Qualified by performance
- Qualified in development and/or delivery as appropriate

4. Of sufficient duration (quantity of training)

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

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

- Participant feedback ☺
- Individual student evaluation/Proficiency testing
- Improved performance on the job
- Agency improvements/benefits

6. Appropriate staff were participating

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

When all of the above 6 items are well documented = Defendable Training

D. Training Documentation Requirements (10 minute exercise!)

Group 1: Determine what you need to capture to document each of the 6 elements of defendable training. Be specific! (Other groups - take notes during report!)

Group 2: Identify some of the typical barriers or obstacles that exist to obtaining the materials necessary to document each of the 6 elements. (Other groups - take notes during report!)

Group 3: Describe how the documentation collected based on the 6 elements of defendable training will be organized, stored, and retained. (Other groups - take notes during report!)

Group 4: Design a control form or some means to assure that you capture each of the 6 elements of defendable training. (Other groups - take notes during report!)

E. Exercise: Identifying Your Individual Training Documentation Deficiencies

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

F. Develop a Memo to Your Supervisor/Administrator

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

Correctional Agency

To:

From:

Subject: *Training Documentation*

Documentation Memo (Continued)

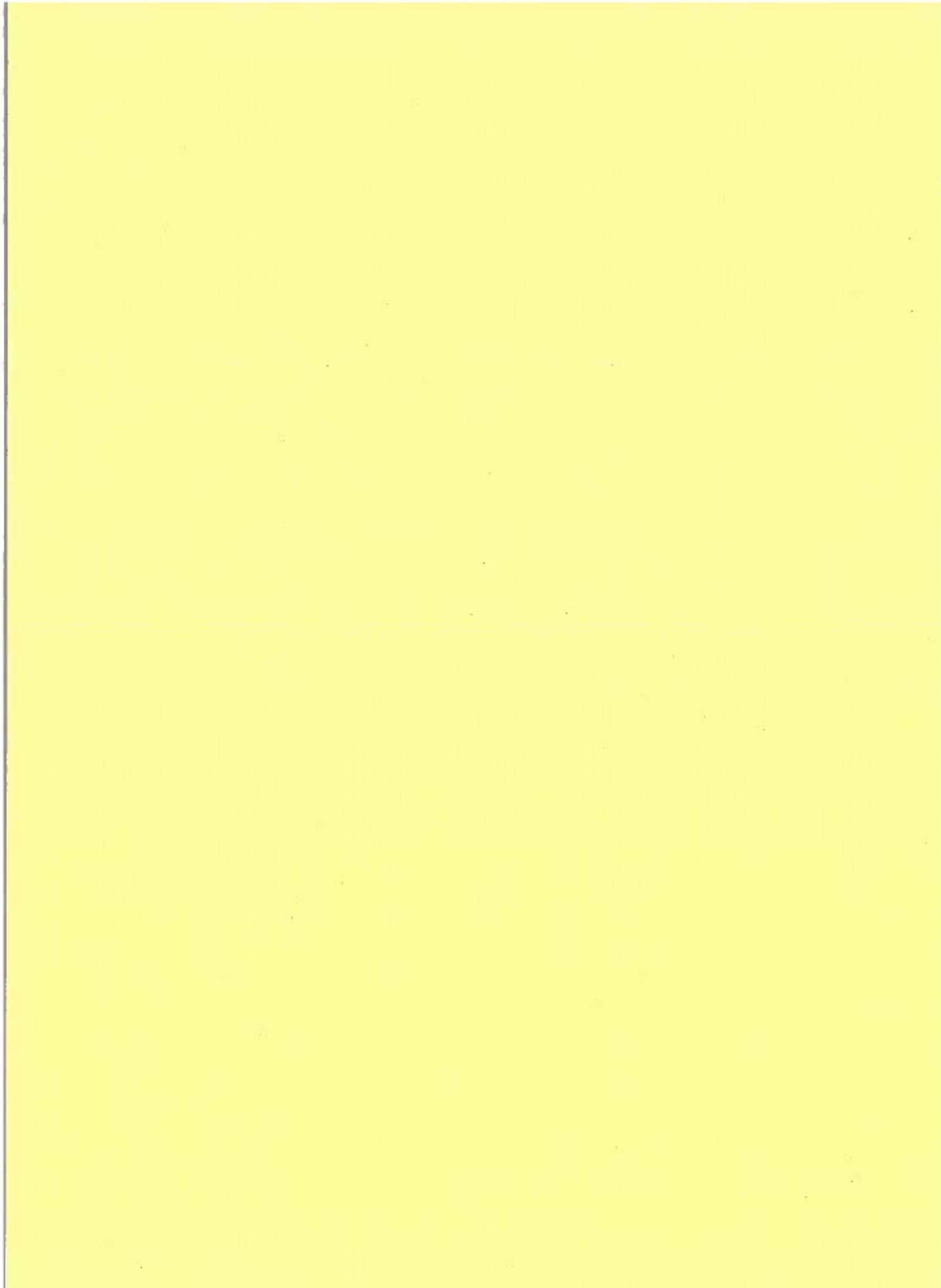


NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module Fifteen

**Implementing Alternative
Training Delivery Strategies**



IMPLEMENTING ALTERNATIVE DELIVERY STRATEGIES

A. Module Objectives

After completing this module, you will be able to:

- ① Define formal training by listing the six elements of defendable training;**
- ② Develop a list of alternative training strategies;**
- ③ Given a training need, develop a cost-effective alternative training strategy solution;**
- ④ Identify current and new agency activity that can now be formalized and documented as defendable training in your agency; and**
- ⑤ Enhance your annual training plan by including alternative training strategies in it.**

B. Theme: If it meets all the requirements of “Defendable Training”, it’s training!

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

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

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

1. Executive Summary

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

a. In-service FTO program:	32 hours/employee/year
b. Shift Overlap Training:	12.5 hours/employee/year
c. Experiential Drill Training:	12 hours/employee/year
d. Shift Scenario Training:	24 hours/employee/year
e. Independent Study Program:	24 hours/employee/year
f. Training at Staff Meetings	<u>12 hours/employee/year</u>
TOTAL ON-THE-JOB TRAINING: 116.5 Hours/Employee/Year	
g. Other in-service Training concepts:	
Correspondence Course	40 hours each course
Ride along training	8 hours each event
2 classroom sessions/yr.	<u>16 hours</u>
TOTAL "OTHER" IN-SERVICE	64 Hours/Employee/Year

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

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

2. Introduction

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

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

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

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

3. Needs

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

- ✓ The Administrator will need to designate one person as the agency/facility training coordinator for purposes of planning and scheduling training.
- ✓ The agency/facility Training Coordinator should receive some formal training as a trainer or training coordinator.

- ✓ It will take time to develop and produce this kind of training delivery. The agency/facility training Coordinator will probably require some overtime payment or other kinds of rewards.
- ✓ This system of training delivery will take some new forms and on-going record keeping.
- ✓ Administrative support needs to be given to this concept. IT IS VERY IMPORTANT THAT ON-THE-JOB TRAINING OR NON-TRADITIONAL DELIVERY ALWAYS BE TAKEN JUST AS SERIOUSLY AND FORMALLY AS CLASSROOM TRAINING!

4. Training Delivery Opportunities

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

a. In-service Field Training: "Tune Ups" For Existing Staff

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

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

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

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

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

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

b. Shift Overlap Training Delivery Sessions: Capture the Moments

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

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

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

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

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

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

c. Experiential Training: Practice Drills as Training

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

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

TOP PRIORITY:

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

PRIORITY

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

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

① Written Performance Objectives for each Drill.

② Written Scenario for each Drill

③ A form documenting the drill, staff involved, evaluation of staff performance, Stop-watch times for performance, duration of learning experience, and changes recommended in procedures.

④ It is a good idea to have a fire marshal, medical professional, mental health professional, etc., monitor some of your drills.

⑤ Conduct de-briefing/evaluation sessions with staff after drills.
(Document)

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

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

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

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

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

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

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

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

- ✓ Learning objectives for each individual module.
- ✓ Handouts for each shift (Fact sheets, Scenarios, Agency Policy and Procedure etc.).
- ✓ Simple questions that staff must answer in writing to assess trainee comprehension.

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

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

e. Staff Independent Studies Programs: Let Them Train Themselves

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

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

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

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

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

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

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

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

f. Training Presentation During Staff Meetings

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

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

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

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

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

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

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

g. Other In-service Training Methodologies

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

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

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

As a last resort, attend classroom training sessions.

5. Summary

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

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

g. Other in-service Training concepts:

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

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

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

TRAINING EVENT CONTROL SHEET/RECORD

Staff member/Participant: _____

Job Title: _____

Date(s): _____

Training topic(s): _____

Instructor Name & Title (attach credentials): _____

Hours of training credit: _____

Performance Objective(s): What was the goal of the training? _____

Job Relevancy - How was this training related to the participant's job? _____

Method of Instruction/Delivery - How was training conducted?

- | | | | |
|-------|-----------------------|-------|----------------------------|
| _____ | Classroom | _____ | Self/Independent Study |
| _____ | On-The Job | _____ | FTO Module |
| _____ | Conference | _____ | Shift Overlap/Briefing |
| _____ | Staff Meeting | _____ | Experiential Drill |
| _____ | Shift Scenario | _____ | Ride Along |
| _____ | Video Tape | _____ | Correspondence Course |
| _____ | E-Learning | _____ | Video Conference/Broadcast |
| _____ | College Course | _____ | Research Assignment |
| _____ | Other: Describe Below | _____ | |
| _____ | | | |
| _____ | | | |

Documentation of content - Attach/enclose any materials used - i.e., policies, handouts, lesson plans, scenarios

Assessment Method - Attach/enclose test results, oral question reports, checklists, etc.

Participants:

Title/Position:

D. Alternative Training Strategies Exercises

1. Exercise One

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

2. Exercise Two

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



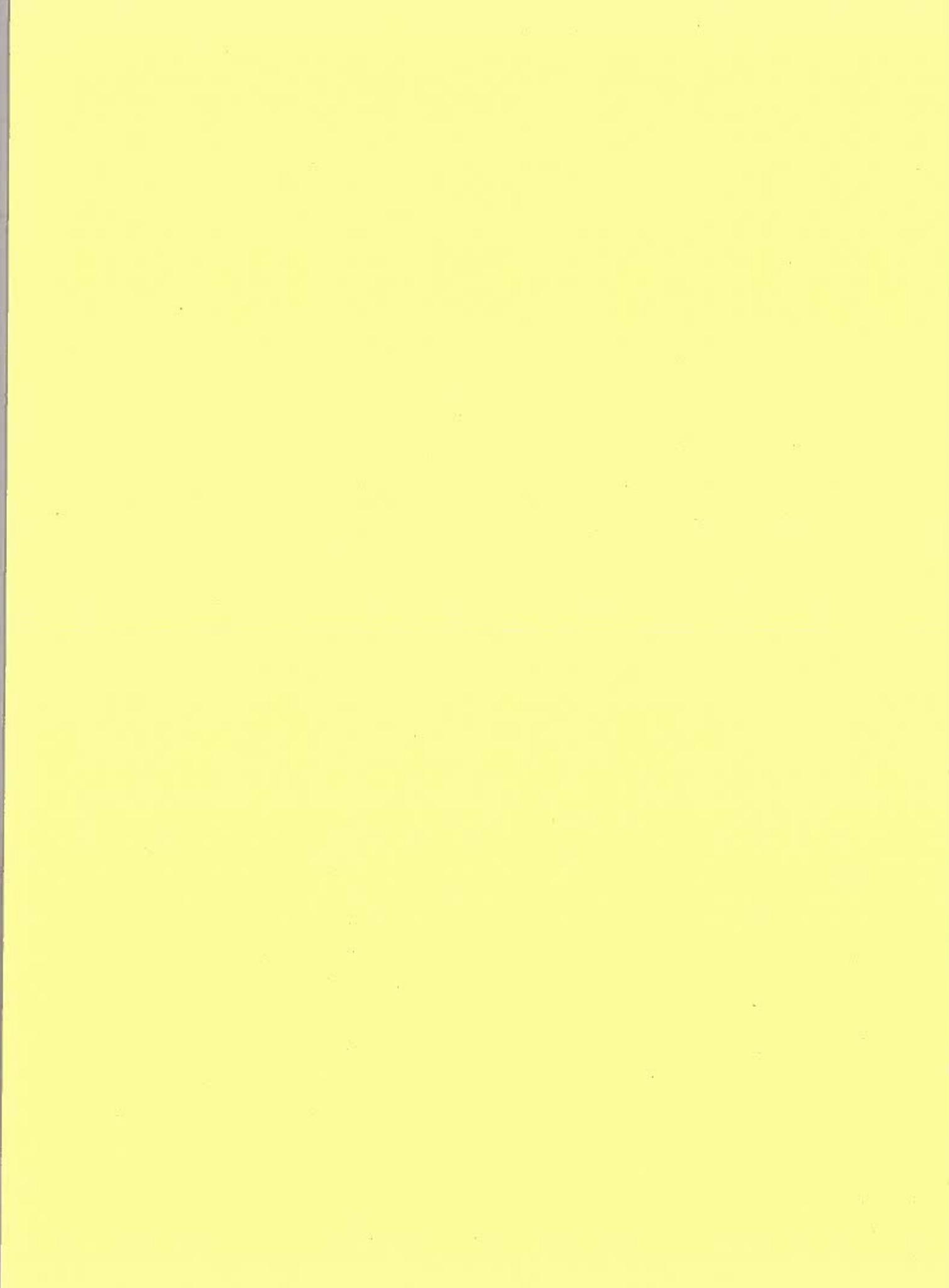
"I increased training hours, increased effectiveness, and cut training costs by implementing alternative delivery to classroom-based training as part of my annual training plan."

NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module Sixteen

Training Impact Assessment

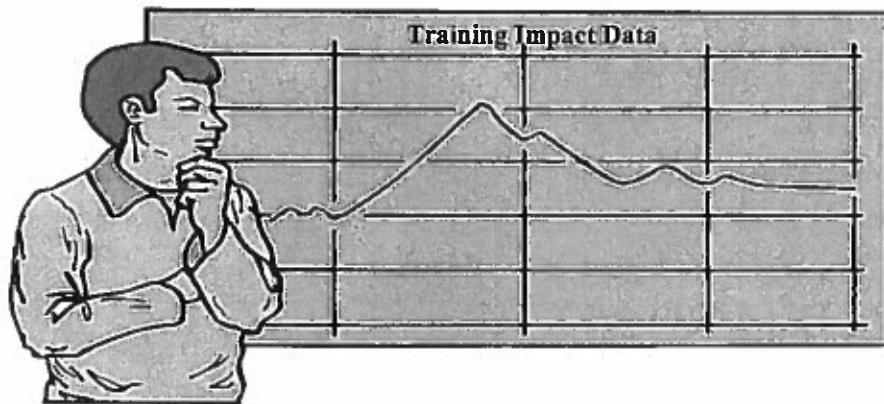


TRAINING IMPACT ASSESSMENT

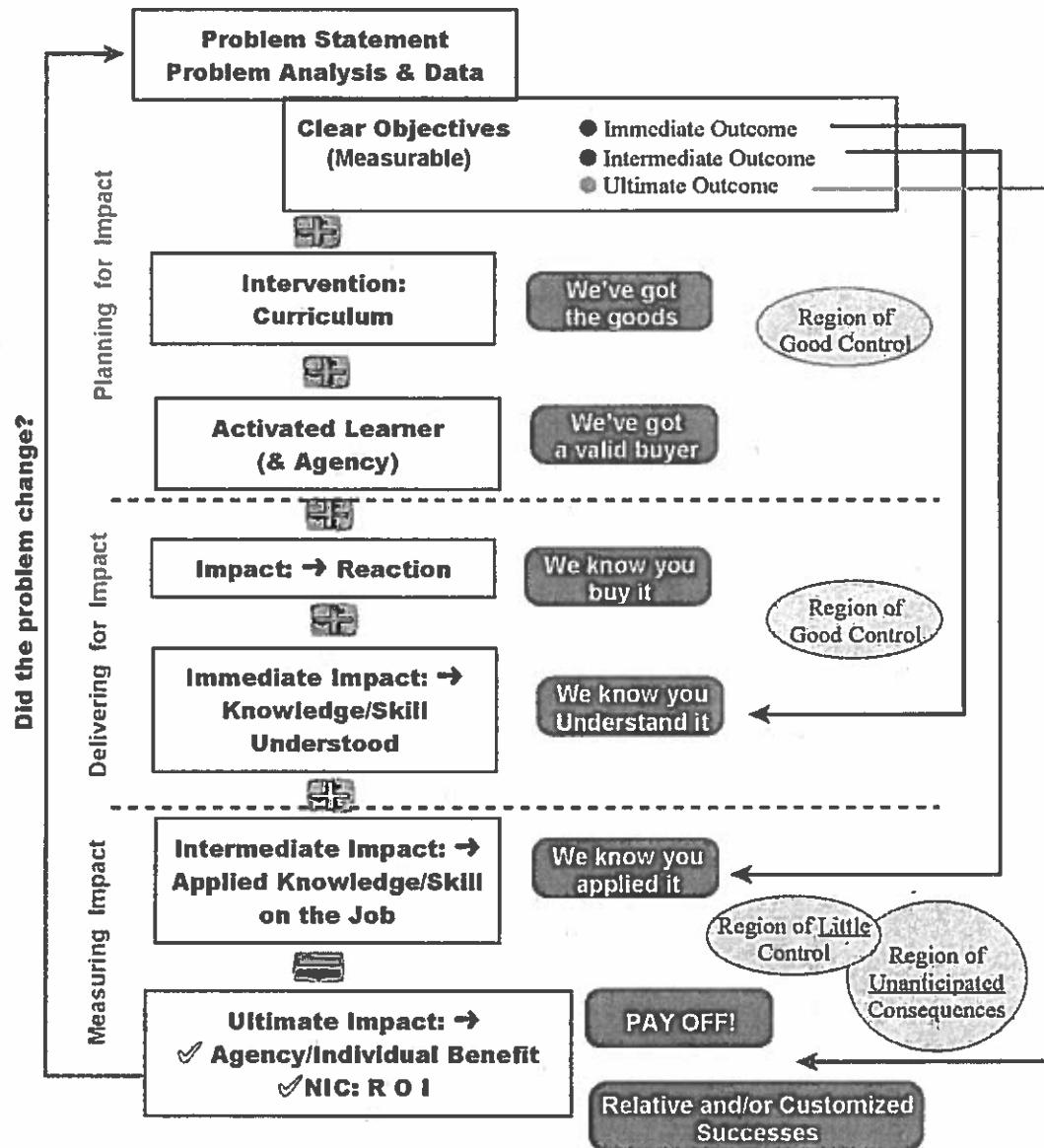
A. Module Objectives

After completing this module, you will be able to:

- ① Apply the *dynamic training model* to training impact assessment;
- ② Identify if a problem/need can be addressed through training;
- ③ Identify specific training assessment techniques for “domain of learning” needs and levels of performance objectives;
- ④ Extend assessment beyond the learning environment to the work-site for addressing agency problems;
- ⑤ Given an operational problem, design a comprehensive training approach to impact the problem; and
- ⑥ Develop an assessment strategy to measure immediate, intermediate, and ultimate impact of the training approach on the identified problem.



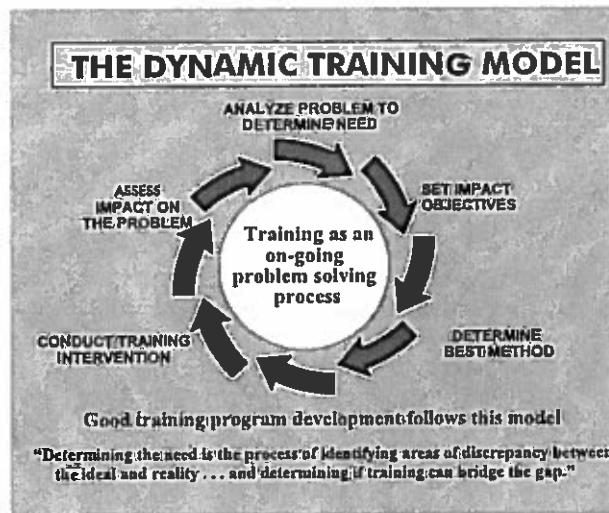
NIC Impact Model
"A Formula for Impact"
 TRR 4/2005



Tom's Model 2005

B. The Dynamic Training Model

Remember: Training is an on-going problem-solving process



C. Impact Assessment

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

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

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

Training can not necessarily:

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

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

D. Extending Assessment Beyond The Learning Environment

① Immediate Impact:

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

② Intermediate Impact:

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

③ Ultimate Impact:

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

E. Training Impact Assessment Methods

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

1. Immediate impact assessment methods: *Cognitive learning*

2. Immediate impact assessment methods: *Psychomotor learning*

3. Immediate impact assessment methods: *Affective learning*

4. Intermediate impact assessment methods: *Behavior on-the-job*

5. Ultimate impact assessment methods: *Agency Benefit*

F. Small Group Assignment

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

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

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

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

5. Agency operational problems:

- Ⓐ Problem #1: Contraband in the Facility
- Ⓑ Problem #2: Errors in Report Writing/Logs, etc.
- Ⓒ Problem #3: Increased Inmate Grievances
- Ⓓ Problem #4: Housing Units are Dirty

G. Summary

Assessing the participants' achievement of objectives, and the resulting impact , is essential to the trainer's strategy.

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

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

WHY DO THE TRAINING?

H. Appendix: Training Follow-up (Transfer of learning to the job)

Training experts support the notion that retention is low when the employee returns to the job. James Georges in his article, "Why Soft Skills Training Doesn't Take," which appeared in the April 1988 issue of Training Human Resource Development, states, "In most organizations, we're lucky if 20% of the people who graduate from courses go back to the job and use the techniques. The other 80% may try out their new "skills" a few times, but they quickly revert to their old patterns."

In fact, some studies show that retention levels from a formal training session fall to as low as 15% three weeks after the training. Providing training for organizations can become very costly at that rate. For both the trainer's satisfaction in knowing a successful training has been provided and for the sake of the agency cost factor, a wise trainer will include follow-up techniques as part of the training seminar to help increase the probability that trainees will be able to implement and use the training effectively and successfully. What then, are some techniques to ensure follow-up?

I. Techniques for Follow-up

1. Action Plans are developed to convert the classroom learning to concrete and realistic job application. An Action Plan is a commitment to engage in a new behavior resulting from the impetus of the training experience. To ensure that action plans are carried out as pledged, consider the following:
 - Early commitment: Secure commitments for goals on the action plan as early as is practical.
 - Realistic goal setting: Targets for improvement must be clearly able, time-specific, voluntarily arrived at, and supported by the organization or supervisor.
 - Group discussion: One's colleagues can be useful as helpers, critics, reality-testers, support-givers, etc. Equally important is the vital role of group discussion as a stimulus to commitment.
 - Monitoring procedures: Have plans developed in class and then have them discussed and critiqued in triads. The best procedures entail some follow-up of action plan commitments. Some possible ways of doing this are:
 - a. Copy the completed action plans and mail them to participants two weeks after the training has been completed. Include an encouraging letter.

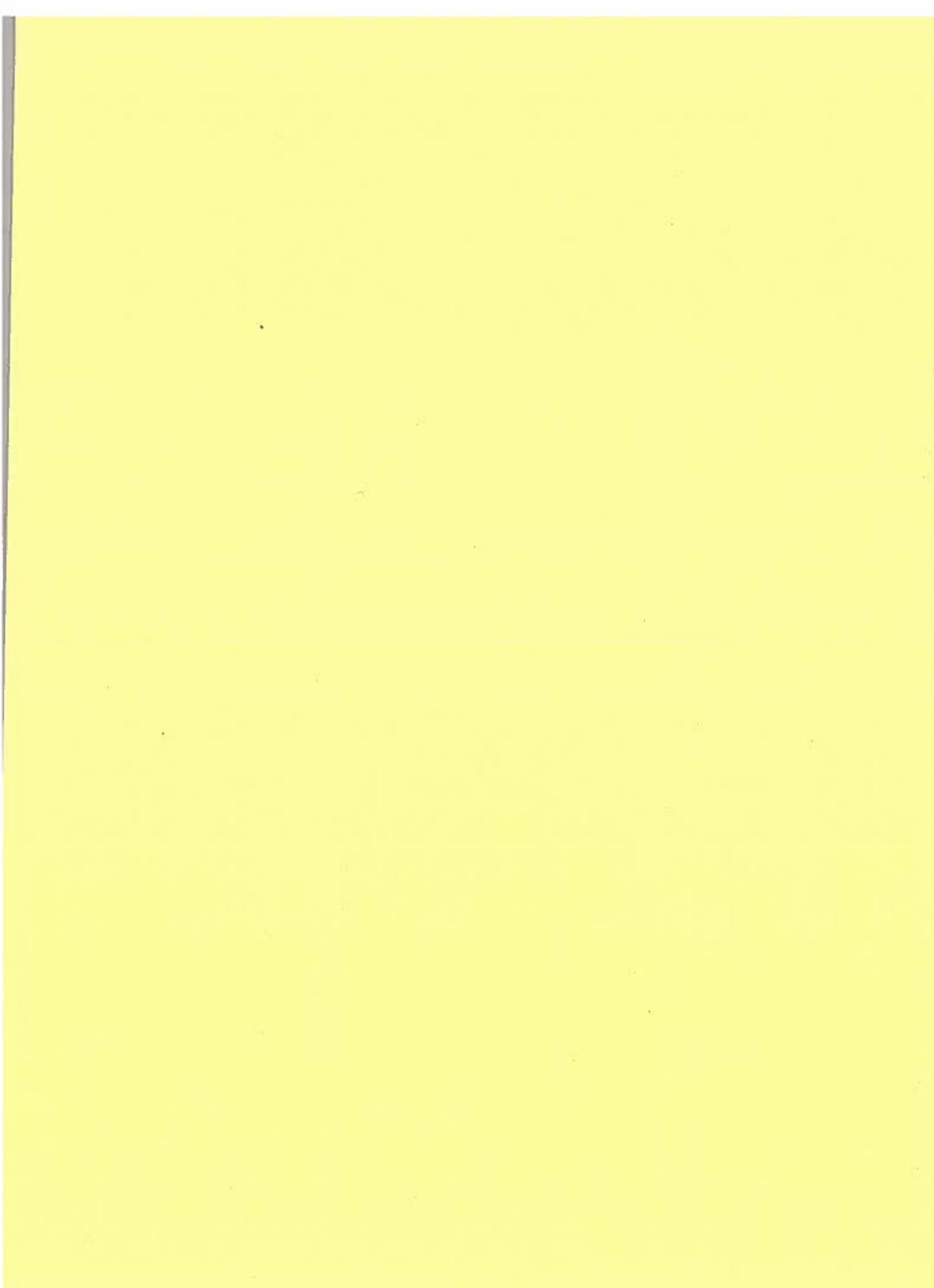
- b. Interview participants via questionnaire or telephone concerning accomplishment of their plans.
 - c. Convert the participants' supervisors to the action planning and reviewing process for maximum results.
 - d. Establish peer monitoring/networking. Ask participants to pick another person, one they do not work with closely, to keep in touch regarding their action plan. The selected person is given a copy of the action plan and agrees to contact its preparer within 30 days to ascertain progress.
2. Secure support for the training from participants' supervisors via appreciation letters, or have superiors experience the training before their subordinates do.
3. Have participants identify in writing, in advance, one or two problems they will work on during the training.
4. Use other pre-training assignments such as completing a self-assessment quiz, gathering data for a report, studying an assigned case or problem, or interviewing a key figure.
5. Advise participants in advance of the training to bring their calendar with them to use in the action plan phase of the program.
6. Involve the participants' supervisor after the training. Encourage supervisors to sit down with participants upon their return to assess what was learned, discuss how the new learning can be integrated into the ongoing operation, and establish specific goals to capitalize on the new learning.
7. Provide participants with handy "tools" or performance aids to facilitate application of learning, such as checklists, plastic overlay data wheels, flowcharts, guidesheets, question lists, diagrams, reminders, and wall charts.
8. Use follow-up phone calls to discuss progress, barriers, and recommendations.

Evaluating the participants' achievement of objectives is essential to the trainer's lesson plan. Presenters need to have some strategies in mind for determining the extent to which participants have gathered, assimilated, and can use the information or ideas presented in the training.

NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

Module Seventeen

Training Problem-Solving



Training Issues Problem Solving

A. Module Objectives

After completing this module, you will be able to:

- ① Conduct a group discussion about specific training issues; and
- ② Work as a consultant team and make recommendations for addressing them.

B. Training Issues

There are a wide variety of training program issues that need to be addressed. Only a few will be targeted in this module; you should continue to address issues as they arise using a similar process back home. The key is to take a responsible approach toward them and keep a record of your discussions and decisions.

Each group will now be assigned one training issue to discuss. At the end of your discussion, prepare a report of your recommendations on flip chart paper. Make sure you can explain and support the decisions you make. They need to be reasonable and based upon sound correctional principles and outcomes. Select one member of your group to make your report.

Remember, you are serving as consultants and a resource to the rest of the class.

Be realistic, but also be creative. We all need some new and effective ideas!

Assignments:

- ① How can I free up the time for prescriptive/problem-solving training and yet still meet mandatory training requirements?

Ideas I liked from this group's report:

② How can I begin to actually develop and apply individualized prescriptive training plans for each employee?

Ideas I liked from this group's report: _____

③ How can I build genuine administrative support for training?

Ideas I liked from this group's report: _____

④ How can I get supervisors to support and enforce the training back on-the-job?

Ideas I liked from this group's report: _____

⑤ How can I target training to meet the needs of both the mature (traditional) and the new generation ("technos") employee?

Ideas I liked from this group's report: _____

⑥ How can I go back home and effectively educate others about the concepts I learned this week?

Ideas I liked from this group's report: _____

⑦ How can I effectively overcome employee resistance to training (both attending and accepting the new knowledge & skills)?

Ideas I liked from this group's report: _____

⑧ Given budget restraints, how can I do more with less budget (Be specific)?

Ideas I liked from this group's report: _____

⑨ What can you do to ensure the implementation, back home, of the training practices/concepts as delivered in this course?

Ideas I liked from this group's report: _____

⑩ What practical things could the NIC instructor team (or NIC itself) do to assist you in implementing the training practices/concepts from this class back in your agency/office?

Ideas I liked from this group's report: _____

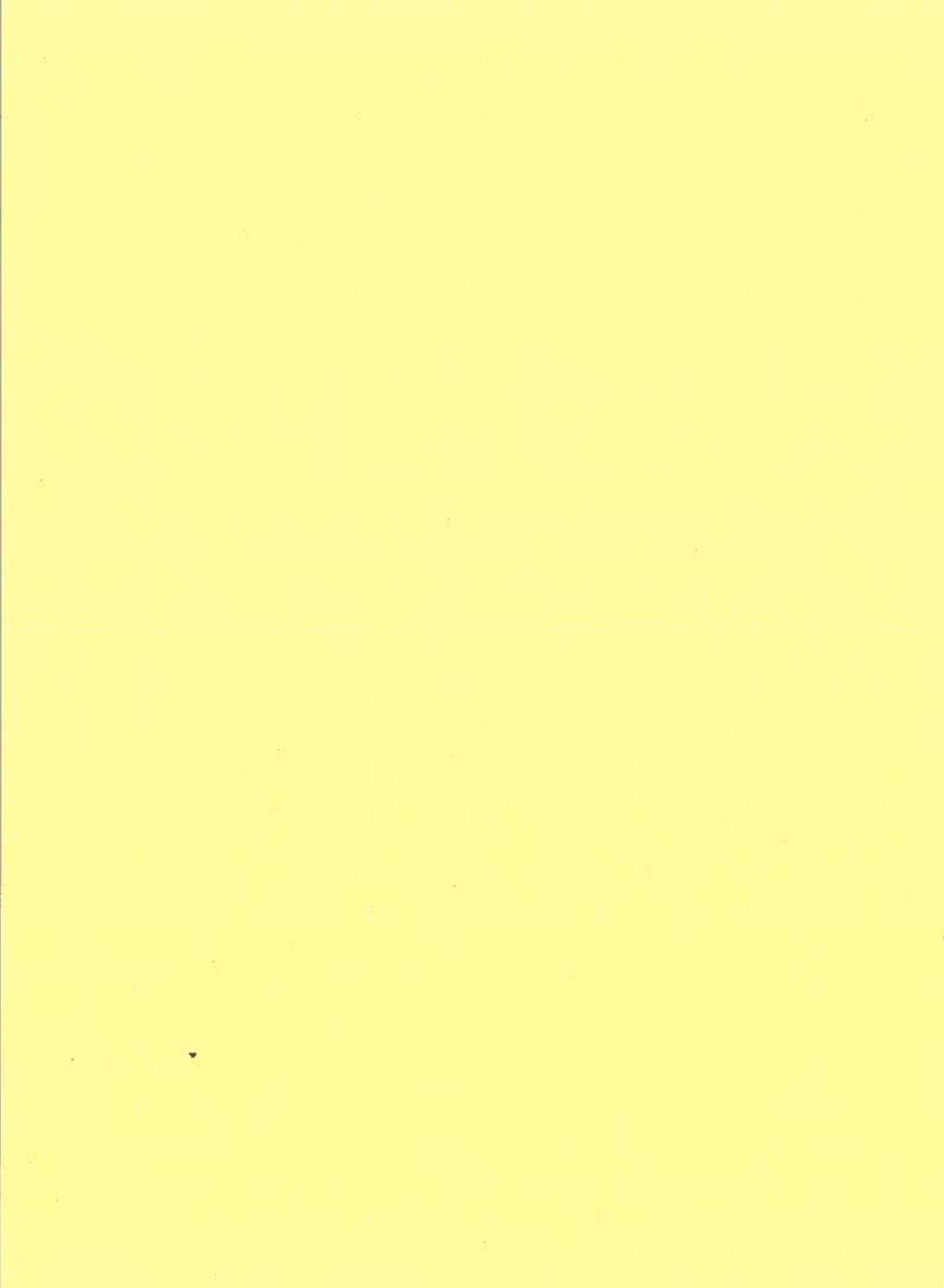


NATIONAL INSTITUTE OF CORRECTIONS

ACADEMY DIVISION

Module Eighteen

Agency Training Assessment



AGENCY TRAINING ASSESSMENT

A. Module Objectives

After completing this module, you will be able to:

- ① Assess the current status of your agency's training system by using the Agency Training Checklist;
- ② Write an action plan, including a "jump start strategy", for the enhancement of your agency's training system; and
- ③ Present your action plan in a small group and receive feedback.

B. Comprehensive Agency Training Checklist:

1. Training Policy & Procedure

- | | | | | |
|--|-------|-----|-------|----|
| <input type="checkbox"/> Format acceptable | _____ | yes | _____ | no |
| <input type="checkbox"/> Content meets standards | _____ | yes | _____ | no |
| <input type="checkbox"/> Clearly defines issues around agency training | _____ | yes | _____ | no |
| <input type="checkbox"/> Annual review/regularly updated | _____ | yes | _____ | no |
| <input type="checkbox"/> Reviewed and approved by administrator in writing | _____ | yes | _____ | no |
| <input type="checkbox"/> Other needs: _____ | | | | |

Priority needs/recommendations: _____

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

- | | | | | |
|---|-------|-----|-------|----|
| <input type="checkbox"/> Developed new each year | _____ | yes | _____ | no |
| <input type="checkbox"/> Addresses all job classes | _____ | yes | _____ | no |
| <input type="checkbox"/> Addresses new and existing employees | _____ | yes | _____ | no |
| <input type="checkbox"/> Job Analysis-based for new employees | _____ | yes | _____ | no |
| <input type="checkbox"/> Problem-based for existing employees | _____ | yes | _____ | no |

- Yields minimum-required hours for each job-class _____ yes _____ no
 Other needs: _____

Priority needs/recommendations: _____

3. Training Coordinator Position

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

Priority needs/recommendations: _____

4. Job analysis for new employee training topics

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

Priority needs/recommendations: _____

5. Problem analysis conducted annually for existing employee training topics

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

Priority needs/recommendations: _____

6. Instructional strategies include ones addressing all 4 learning styles

- Agency trainers are trained in learning styles _____ yes _____ no
- Guidelines for lesson plans include direction about addressing all 4 learning styles _____ yes _____ no
- Training sessions or methods include activity or strategy to tap all 4 pathways to learning _____ yes _____ no
- Other needs: _____

Priority needs/recommendations: _____

7. Performance Objectives include immediate, intermediate, and ultimate impact

- Objectives include more than just simple cognitive objectives _____ yes _____ no
- Objectives include behavioral changes on the job and Agency impact _____ yes _____ no
- Agency trainers are trained in developing immediate, intermediate, & ultimate Impact performance objectives _____ yes _____ no
- Other needs: _____

Priority needs/recommendations: _____

8. Lesson Plans and Lesson Plan requirements include “teaching the wheel” approach

- Lesson plans reflect all 5 parts of complete lesson plans _____ yes _____ no
- Lesson plan strategy addresses all 4 learning styles _____ yes _____ no
- Lesson plans are participant-activity oriented _____ yes _____ no
- Other needs: _____

Priority needs/recommendations: _____

9. FTO program has all needed components

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

Priority needs/recommendations: _____

10. Training strategies include defendable alternatives to classroom-based training

- | | | |
|--|-----|----|
| <input type="checkbox"/> FTO for veteran employees | yes | no |
| <input type="checkbox"/> Shift Overlap Training | yes | no |
| <input type="checkbox"/> Experiential Drill training | yes | no |
| <input type="checkbox"/> Shift Scenario training | yes | no |
| <input type="checkbox"/> Independent Study Program | yes | no |
| <input type="checkbox"/> Training Presentation at Staff Meetings | yes | no |
| <input type="checkbox"/> Correspondence Courses (NSA, ACA) | yes | no |
| <input type="checkbox"/> Video Tapes (AJA, AIMS, LETN, LA Media, etc.) | yes | no |
| <input type="checkbox"/> Bulletins (AJA JOBS, AELE, etc.) | yes | no |
| <input type="checkbox"/> Other ideas: _____ | | |

Priority needs/recommendations: _____

11. Training Documentation

- | | | |
|---|-----|----|
| <input type="checkbox"/> All 6 elements of defendable training are documented
for each training event/activity | yes | no |
| <input checked="" type="checkbox"/> Specific objectives & content | yes | no |
| <input checked="" type="checkbox"/> Relevancy to the job | yes | no |
| <input checked="" type="checkbox"/> Trainer w/qualifications | yes | no |
| <input checked="" type="checkbox"/> Trainee (with job title/post) | yes | no |
| <input checked="" type="checkbox"/> Duration/Quantity (hours) | yes | no |
| <input checked="" type="checkbox"/> Quality (individual participant assessment) | yes | no |
| <input type="checkbox"/> Training records are well organized and current | yes | no |
| <input type="checkbox"/> Training records are conveniently located | yes | no |
| <input type="checkbox"/> Persons not meeting minimum hours are easily identified | yes | no |
| <input type="checkbox"/> Training activity/accomplishments are routinely
reported at least quarterly | yes | no |
| <input type="checkbox"/> Other needs: _____ | | |

Priority needs/recommendations: _____

12. Training impact assessment

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

Priority needs/recommendations: _____

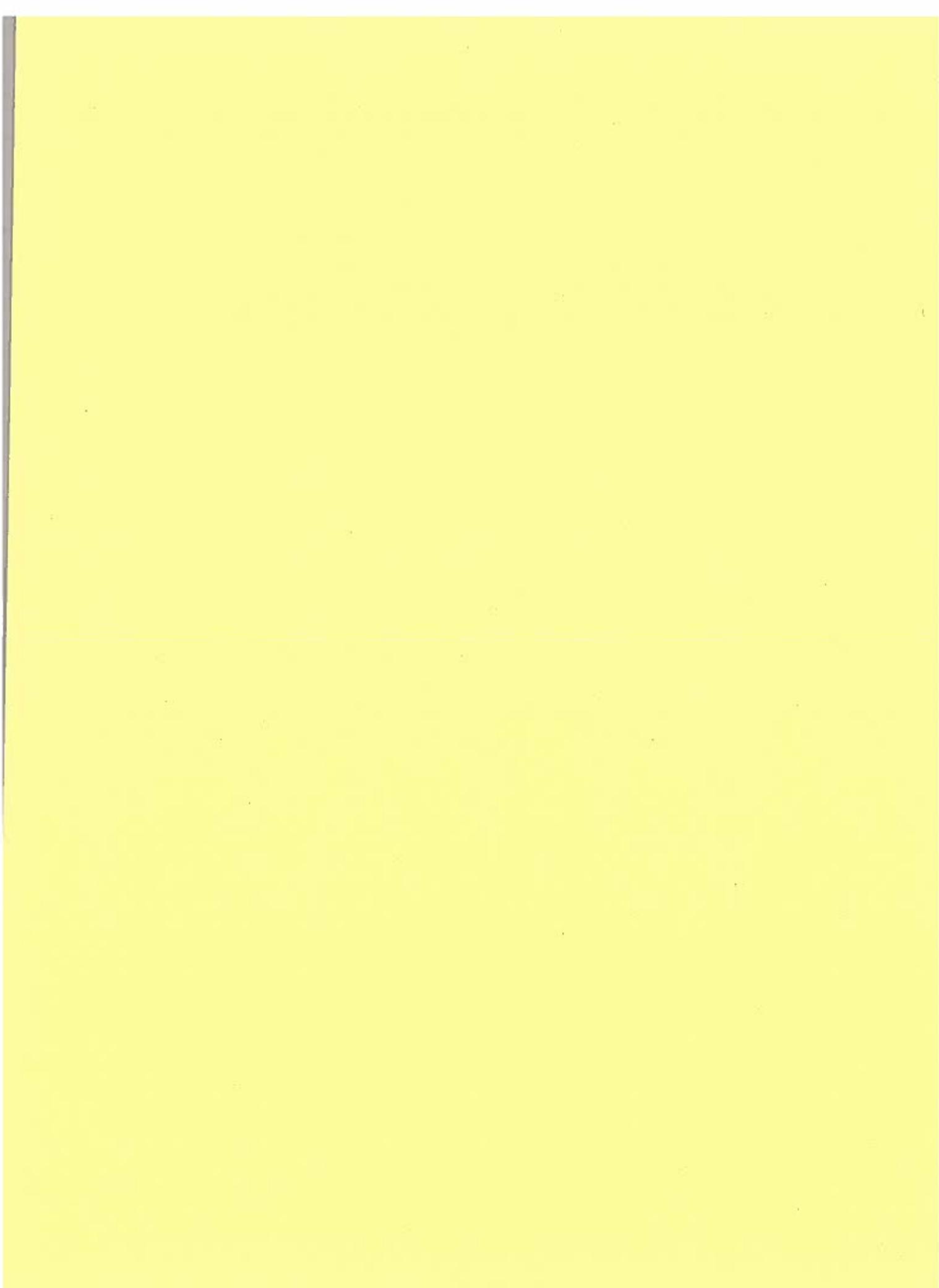
13. Other Training issues: _____

Priority needs/recommendations: _____



NATIONAL INSTITUTE OF CORRECTIONS
ACADEMY DIVISION

Module Nineteen
Agency Training
Enhancement Action Plan



INTRODUCTION TO ACTION PLANNING

A. Introduction

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

☞ You need a plan

and

☞ You need to take action

☞ Thus: You need an action plan

B. Action Planning

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

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

✓ Think in discrete steps,

✓ Plan ahead,

✓ Have a strategy, and

✓ Commit to it in writing.

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

C. Seven Step Process

Action Planning includes a 7 step problem-solving process:

- ① Identify problem or deficiency
- ② Analyze problem or deficiency
- ③ Identify possible solutions
- ④ Analyze possible solutions and select one that seems the most appropriate given the reality of the environment
- ⑤ Write an action plan (step by step strategy)
- ⑥ Implement the action plan
- ⑦ Measure results

D. Action Plan Format

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

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

Write it as a formal plan

Hints:

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

EXAMPLE OF USE OF ACTION PLAN FORMAT

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

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

Step by Step action plan to achieve your goal.

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

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

ACTION PLAN

1. List at least three needs or problems that you have identified.
2. Select your top priority need or problem from above, identify a goal to address it, and a develop a step by step action plan to achieve your goal.

Problem/Need: _____
Goal: _____

3. Action steps needed to achieve goal:

Activity	Person Responsible	Resources Needed	Completion Date
----------	--------------------	------------------	-----------------

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

Problem/Need: _____
Goal: _____

5. Action steps needed to achieve goal:

Activity	Person Responsible	Resources Needed	Completion Date
----------	--------------------	------------------	-----------------

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

Problem/Need: _____
Goal: _____

7. Action steps needed to achieve goal:

Activity	Person Responsible	Resources Needed	Completion Date
----------	--------------------	------------------	-----------------

TRAINING FOR AGENCY TRAINING COORDINATORS

THE 30 DAY JUMP START PLAN

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

Activity	Person Responsible	Resources Needed	Completion Date
-----------------	---------------------------	-------------------------	------------------------

