



**Designing Training for the
National Institute of Corrections
Academy: Instructional Theory
into Practice**



U. S. Department of Justice
National Institute of Corrections

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August 1992

ACKNOWLEDGMENTS

The National Institute of Corrections wishes to recognize the work of Debbie Welch of Northern Colorado Board of Cooperative Educational Services and Dr. Kathy Berman of Boulder Valley Schools for writing this publication and Kateri Brow, Superintendent of Issaquah School District, and Peggy Ritchie-Matsumoto, NIC Academy Correctional Program Specialist, for their careful review and editing.

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PREFACE

As the National Institute of Corrections Academy pursues excellence in the information and skills necessary to develop and design seminars, we are pleased to make this Instructional Theory into Practice (ITIP) handbook available to all staff, trainers, and consultants. This training handbook is intended to provide techniques and strategies for training that will incorporate the ITIP theories and enhance the overall learning experience for all participants.

As always, it is the goal of the National Institute of Corrections to provide the highest quality of training for correctional practitioners and we believe that this ITIP Guidebook will assist in accomplishing that goal. Please use it as a resource in development of NIC training programs.

Dianne Carter, Ed.D.
President
National Institute of Corrections Academy



INTRODUCTION

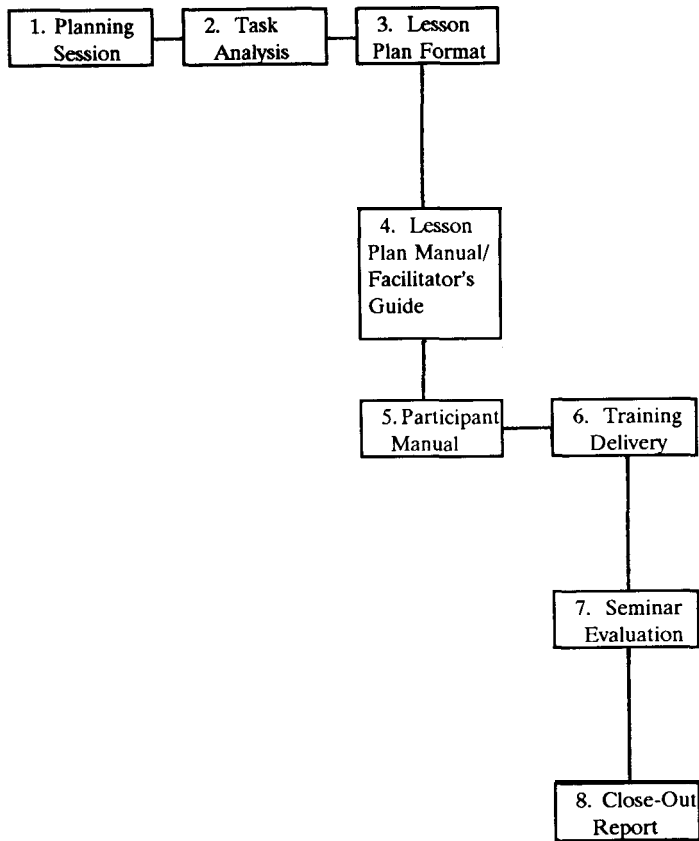
Because practitioners are required to develop new skills and improve previously learned skills on the job, the National Institute of Corrections is committed to the concept of training. As information becomes more readily available and change continues to occur at a rapid pace, the job of the trainer becomes increasingly demanding and complex. The NIC Academy staff and consultants are required to provide information, skills, and new concepts to colleagues in the most efficient and effective manner possible. This training handbook provides techniques and strategies for training that will incorporate instructional theory into practice.

The following flowchart outlines the steps Academy staff trainers and consultants use to develop a training seminar. The components covered in this training handbook include the following:

- . PLANNING SESSION
 - Rationale
 - Goals and Objectives
- . TASK ANALYSIS AND LESSON PLAN
- . LESSON PLAN MANUAL/FACILITATOR'S GUIDE
- . PARTICIPANT MANUAL
- . TRAINING SEMINAR PRESENTATION
- . SEMINAR EVALUATION
- . CLOSE-OUT REPORT.

Where appropriate, examples from the Academy's "Training for Trainers" seminar have been used as a model.

Applying the principles described in this handbook will increase the probability that participants will remember and understand the information and skills provided through training by a well-prepared trainer.



The text that follows describes the components outlined in the flowchart.

1. PLANNING SESSION

The first component in developing a seminar for the National Institute of Corrections Academy is a planning session where Academy program specialists meet with the consultant(s) or trainer(s). The program specialists identify for the trainers the needs assessment data that precipitated the program and the primary goals to be accomplished. The framework for the training is developed collaboratively at this point. The specific goals and objectives for the seminar are developed, the overall content for the training is described, and strategies for didactic and group exercises are developed. At this time the program specialists and consultants determine exactly what the trainer's or consultant's responsibilities will entail, and logistics (time, place, duration) will be discussed. Frequently, a Gantt chart or project planning guide is used.

For the "Training for Trainers" seminar, the course goal reads that participants will:

Design, develop, and deliver classroom training programs.

In order to meet the overall course goal, the following objectives indicate that participants will be able to:

1. Describe how adult learning theory is applied to the classroom setting.
2. Develop performance objectives.
3. Select and use instructional strategies that are appropriate for the presentation of lesson subject matter.
4. Construct appropriate evaluation items to measure the behavior stated in the performance objectives.
5. Select and use effective training aids.
6. Design and develop a lesson plan.
7. Apply effective classroom management techniques.

8. Use various communication techniques in the delivery of a training program.

What are the components of an effectively written objective for the Academy and what distinguishes a goal from an objective? As trainers prepare materials for seminars, answers to those questions are fundamental.

*“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

DIFFERENTIATING BETWEEN GOALS AND OBJECTIVES

In training, a goal is a broad term used to describe basic understandings or concepts. An objective is a narrower, more specific learning that is usually measurable or observable; objectives assist in meeting course goals. Mark the following statements, taken from Academy seminars, that seem like goals with a “G” and those that seem more like objectives with an “O.” (Examples taken from “A Systems Approach to Working with the Mentally Disordered Offender.”)

- _____ 1. Understand the relationship between the criminal justice system and the mental health system in the participant's community.
- _____ 2. Identify the components of Force Field Analysis.
- _____ 3. Enumerate the specific legal and ethical issues that surface in the combined criminal justice/mental health delivery system.
- _____ 4. Provide an opportunity for local jurisdiction teams to develop an action plan for implementation in their jurisdiction.
- _____ 5. Offer participants an opportunity to gain knowledge and skills vital to their development as effective professional leaders and managers in the field of criminal justice.

(ANSWERS: 1-G, 2-O, 3-O, 4-O, 5-G)

OBJECTIVES

Objectives are statements that identify the concepts to be taught, the participant behavior to be observed, the necessary conditions/ circumstances, and the criterion for mastery. The trainer must first decide upon the goals of the course, unit, or program. The trainer must then select procedures, content, and methods that are relevant to the objectives, cause the participant to interact with the appropriate subject matter, and finally measure or evaluate the performance of participants according to the objectives or goals originally selected.

Clearly stated objectives allow both trainer and participant to know where they are headed, organize their efforts into relevant activities to help them attain the objectives, and provide the

means to evaluate progress at any place along the route of instruction.

*The objective
answers the question,
“Exactly what skill
or knowledge do
I want the participants
to learn by the end
of this training unit?”*

- . BE VERY SPECIFIC.

- . BE SURE YOUR OBJECTIVE DOES NOT DESCRIBE AN ACTIVITY, BUT RATHER A PARTICIPANT BEHAVIOR.

An Effective Objective Contains:

1. Learning to be taught (the content);
2. Observable student behavior;
3. Condition or circumstance;
4. Criterion for mastery.

As an example, the Academy’s “Training for Trainers” seminar notebook contains the following objective:

“List eight of ten key communication factors.”

Each of the four components is reflected in the objective as follows:

1. Learning To Be Taught (the content)

Indicates the skill or concept to be learned.

Example: Eight of ten key communication factors.

2. Observable Participant Behavior

Identifies the action in observable and specific terms that will be accepted as evidence the learner has mastered the objective.

Example: List

3. Condition/Circumstance

Condition/circumstance needed to prompt participants to demonstrate overt behavior that evidences that learning has occurred. "Given" is sometimes a useful way to begin the directions.

Example: Not stated in this objective, however, the necessary condition will be a trainer presentation.

4. Criterion for Mastery

Tells how well each participant is expected to perform. If criteria is not stated, 100% accuracy is implied.

Example: Eight of ten.

OBSERVING BEHAVIOR

Behavior is a way of acting or a way of doing something. In order to test whether expected learning has occurred, a trainer must be able to see something happen. Behavior is, then, one way to observe and measure learning.

To know whether the participant's behavior, after instruction, is as desired, an objective is stated in observable terms--defining specifically what behavior is to result from of the instruction.

Here are two statements. Which one is stated in behavioral terms?

- _____ 1. Create an environment that encourages participants to develop lasting networks and share valuable resources.

- _____ 2. Given addresses and telephone numbers, at the completion of training each participant will identify two fellow participants to network with monthly via telephone or fax.

(Answer: 2)

2. TASK ANALYSIS

A task analysis is the process of breaking down complex learnings into simpler parts, then sequencing those parts for more predictably efficient training.

When designing a training seminar, the trainer must consider the objective and then determine the skills or learnings the participants must acquire or demonstrate in order to reach the objective. A good task analysis will narrow down a long-term

objective into shorter-term training pieces. It will provide a foundation for diagnosing participant skills as they relate to the long-term objective and will reveal the skills that need to be taught before the long-term objective can be reached.

Trainers complete task analyses to:

1. Determine skills necessary for a participant to achieve an instructional objective.
2. Determine participant readiness for the task.
 - What must the participant be able to do in order to accomplish the objective?
 - What is the prerequisite knowledge?
3. Plan an instructional sequence that is focused on the objective.

USING TASK ANALYSIS

We use task analysis continually in our daily lives when we follow recipes, pump gasoline at a self-service station, operate a movie projector, and use sewing patterns. In training, task analysis is a process that can make teaching more efficient. By using task analysis as a basis for lesson planning, trainers can focus on the skills that are the building blocks to major accomplishments. Constructing a building may be a metaphor for task analysis. The architect has the big picture, but it is the contractor who does the task analysis to determine which jobs must be completed and in what order.

Once a three-year-old boy said, "I could light a firecracker if I knew how to light a match." He had done a quick task analysis. Think to yourself, if you were teaching someone to pump

gasoline into a car, what would you list as the steps? List them on a piece of paper.

Now look over your gasoline-pumping task analysis. Are the steps in the appropriate order? Are the steps clear and to the point? Are there any unnecessary steps that could be left out to make the instructions easier to understand?

When you have completed the gas pump task analysis to your satisfaction, consider a training seminar you have recently presented. What were the steps involved? Did the sequence of the steps, skills, activities or concepts presented make sense? Do you feel the training seminar accomplished your training objectives? Most likely the task analysis influenced the outcome of your presentation. Sometimes task analyses may be done intuitively, but an artful trainer makes conscious decisions about the steps involved to accomplish the training objectives.

A good task analysis will narrow down a long-term objective into shorter-term training pieces.

The Academy often uses the following Planning Guide in preparing a task analysis.

PLANNING GUIDE

Activity _____
Submitted by _____ Date _____

- Part I Purpose or Goal
- Part II Objectives
- Part III Target Audience/Marketing
- Part IV Tasks/Action Steps
(Detail procedures, responsible person(s),
and completion dates.)
- Part V Internal interfaces (with RFC's, Academy staff,
consultants)
- Part VI External interfaces (conference planning
committee(s), other agencies, trainers, etc.)
- Part VII Potential problems/barriers to completion
(cite any anticipated problems in completing
the project as described or on time.)
- Part VIII Task/Timeline Chart



Activity _____

Action Steps

Tasks	Responsible Person	Completion Date
-------	--------------------	-----------------

3. LESSON PLAN FORMAT

The third component in developing a training seminar for the Academy is lesson plan development. A complete lesson plan includes the eight elements of lesson design, identification of

materials and resources, activities and discussions that address different levels of Bloom's Taxonomy, effective adult learning strategies, follow-up techniques, and an evaluation design. Bloom's Taxonomy, Adult Learning, Follow-up Techniques, and Evaluation are addressed in separate sections following Lesson Design.

LESSON DESIGN

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

- . Set;
- . Objectives;
- . Instructional input;
- . Modeling;
- . Check for understanding;
- . Guided practice;
- . Closure;
- . Independent practice.

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 learnings;
 - 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 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

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.

MATERIALS AND RESOURCES

An important part of presenting a training seminar is to have all the materials and resources prepared and organized before you begin. Academy consultants and trainers list the materials and resources needed for each module on the left-hand side of the page in the Training Manual. A complete bibliography and set of transparency masters or other necessary resources are compiled in the appendix of the Training Manual. All prepared materials should be clear, concise, and in a readable format. For example, font sizes used in overheads and in videos should be easily read from any place in the training room, and sound productions should be easily heard from any placement.

BLOOM'S TAXONOMY

Designing training activities that address various cognitive levels of Bloom's Taxonomy increases the probability that the seminar participants will remember and be better able to use the information presented.

In 1948, a committee of college evaluators met at the annual American Psychological Association Conference to discuss the possibility of identifying a classification system for educational objectives in the cognitive domain. Biologists could study animals in pre-defined categories (phylum, class, order, family, genus, species, variety), they noted, so why not create a similar structure for education? Surely it would help educators

communicate easily, create curriculum in a more structured way, and test with greater accuracy.

Several years of work by the committee produced the Taxonomy of Educational Objectives, Handbook I: Cognitive Domain. The Handbook outlines a series of six sequential levels of objectives in the cognitive domain that require increasingly complex thought processes from level 1, Knowledge, to level 6, Evaluation. By planning questions and activities at each level of the taxonomy, a trainer can extend the participant's thought process, make the learning more meaningful, and possibly increase the probability the learning will be remembered longer.

An explanation of each level of Bloom's Taxonomy is provided with critical attributes and key words. The explanations begin at the lowest category and move to the highest. Academy trainers and consultants are encouraged to use the highest category of cognitive processing appropriate when writing objectives, designing activities, phrasing questions, and evaluating.

Each level builds upon the preceding level. For example, the application level objective would require participants to grasp learning at the knowledge and comprehension levels as well. Therefore, when a particular level is indicated for a strategy by the Academy, it means all preceding lower levels of cognitive processing are included.

KNOWLEDGE

The lowest level is considered that of having knowledge. It involves remembering previously learned material or recalling facts, terminology, trends, theories, and processes. For example, can the participants remember institutional rules?

**BLOOM AND THE COMMITTEE
LOOKED AT ALL
THE
POSSIBLE COGNITIVE OBJECTIVES
THAT MIGHT BE
TAUGHT AND CLASSIFIED THEM
INTO SIX CATEGORIES:**

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

Critical Attributes:

Can the participants remember what they have seen or read?
Do they know specific facts, methods, terms, and procedures?
Can they recite basic concepts?

Key evaluative words to measure participant learning:

Choose	Identify	Name	State
Define	Label	Outline	What
Describe	List	Reproduce	When
How	Match	Select	Where.

COMPREHENSION

This level requires the learners to understand the facts, not just recall them. Evidence of comprehension is the explaining or summarizing of information in their own words, the translation of information to a different form of communication, or the prediction of outcomes and effects. For example, can the participants understand institutional rules?

Critical Attributes:

Can the participants organize what they know?
Can they understand facts and principles, interpret charts and graphs, and justify methods and procedures?

Key evaluative words to measure participant learning:

Classify	Estimate	Predict
Convert	Explain	Rewrite
Defend	Generalize	State in your own words
Demonstrate	Give an example	Summarize.
Distinguish	Paraphrase	

APPLICATION

The first two levels, knowledge and comprehension, represent the foundation for all higher levels of thinking. They call for the participants to recall verbatim or in their own words material previously read or taught by the trainer. This thinking is often referred to as convergent. Now, beginning with application and including all remaining levels, the participants are asked to mentally manipulate bits of information previously learned to create an answer. This kind of thinking is called divergent.

In application, the participants are required to solve a problem. As they use rules, laws, methods, or theories with a minimum of direction, transfer of learning occurs. For example, can the participants apply institutional rules to a specific situation?

Critical Attributes:

Can the participants apply techniques and rules to solve problems? Can they apply concepts to new situations? Demonstrate correct usage of a method? Apply theories to practical situations?

Key evaluative words to measure participant learning:

Change	Predict what would happen if . . .
Compute	Produce
Discover	Relate
Manipulate	What would result . . .
Modify	

ANALYSIS

In analysis, the participants are breaking information down into parts and identifying relationships between the parts. Doing so, they are able to better understand the organization of the

information, draw conclusions, and support them with evidence. Can the participants recognize, for example, the general principles in institutional rules?

Critical Attributes:

Can the participants identify motives and causes, make inferences, and find examples to support generalizations? Can they recognize unstated assumptions and logical fallacies in reasoning? Can they evaluate the relevancy of data?

Key evaluative words to measure participant learning:

Break down	Identify	Select
Compare	Infer	Subdivide
Diagram	List parts	What's the theme, main idea...
Differentiate	Make a distinction	
Distinguish	Relate	

SYNTHESIS

Here, the participants bring together more than one piece of information, idea, or set of skills and arrange them together into a creative new entity. This is the act of invention: Combining elements into a structure that was not there before. Participants can produce a plan, a proposed set of operations, or a unit of a training curriculum. Can the participants, for example, develop new institutional rules based on policies or principles of operation?

Critical Attributes:

Can the participants produce something original such as a communication tool, an action plan, or a set of parameters? Can they propose a plan, formulate a new scheme? Integrate learning from different areas into a plan for solving a problem?

Key evaluative words to measure participant learning:

Combine	Formulate a theory	Plan
Compose	Generate	Propose an alternative
Create	How else would you...	Rearrange
Design	Make	Reconstruct.
Devise	Modify	

EVALUATION

In making an evaluation, the participants make a judgment and give reasons to support that particular position. The criteria, either given to or determined by the participants, become the standard of appraisal and are used to determine the validity of the judgment. For example, the participants can recognize logical fallacies in arguments and evaluate the ultimate usefulness and effectiveness of instructional rules.

Critical Attributes:

Can the participants give opinions about issues, judge the validity of ideas, judge the merit of solutions to problems? Can they judge the adequacy with which conclusions are supported by data?

Key evaluative words to measure participant learning:

Appraise	Judge	Support
Conclude	Justify	What is more important, moral, valid
Criticize	Defend	Is this appropriate...

BLOOM'S TAXONOMY SELF EVALUATION

Read each of the following activities from the training seminar, "A Systems Approach to Working with the Mentally Disordered Offender." Use the following key to fill in blank spaces:

K Knowledge C Comprehension
A Application AN Analysis
S Synthesis E Evaluation.

1. Call attention to the Glossary definitions:
Environment
System
Subsystem
(Participant is asked to define term.)
2. Reinforce definitions of system and subsystem. Ask what are the various subsystems in the mental health system and the criminal justice system? _____
(Participant is asked to find examples from his/her own experiences.)
3. Describe the differences and similarities between the criminal justice system and the mental health system. _____
(Participant must break the concepts into component parts.)
4. Discuss the imperatives of developing, maintaining, and strengthening the systems networks inside and outside their immediate environment. _____
(Participant is asked to develop new ideas regarding interrelationships of concepts.)
5. At the conclusion of all team presentations and additions to the flowchart of the systems, ask if any participant has “ideal” options to add to the chart. Ask why this option is needed and what conditions would make it possible to implement?

(Participant judges the necessity of added options and explores conditions to make additions work.)

(Answers: 1-K, 2-A, 3-AN, 4-S, 5-E)

Now look back over one of your training lesson plans. Is there a balance of questions or activities in each category of Bloom's Taxonomy or at least as many activities in the analysis, synthesis, and evaluation levels as there are in the other three levels? How could you revise your plan to include the levels you might not have covered? Providing learning experiences across the Taxonomy increases the probability that the seminar participants will remember the new learning.

THE ADULT LEARNER

Attending to the characteristics of the adult learner in developing your lesson plan will make your training seminar more effective. Adults want to feel validated for the knowledge and experience they have. In "Training for Trainers," for example, allowing participants to assess previous training experiences provides the trainer with helpful information to diagnose the group. It also gives the Academy participants confidence that their background expertise is respected.

Knowles (1980) distinguished between traditional pedagogy and androgogy. The Greek etymological definitions of pedagogy and androgogy stem from "ped," meaning child; "aner," meaning man; and "gogus," meaning guide. Knowles does not judge one strategy of teaching as better than the other. The strategies represent a continuum from child to adult. Trainers and consultants are most effective when they diagnose the point on the continuum that best suits the individual learner for the subject matter being taught.

Dependency on the teacher is characteristic of pedagogy. The teacher's experiences are valued, and learning has a subject matter focus. The student is ready to learn appropriate tasks at designated ages. The teacher motivates the learner with external rewards or punishments.

In contrast, androgogy is described as self-directed learning. The learner's experiences are valued, and the emphasis is on problem solving. The student is motivated intrinsically, approaching tasks at developmentally appropriate times. Depending on the adult participant's experience, the trainer could use a variety of approaches for different subjects. A pedagogical approach for instruction on how to incorporate new software and an androgogical approach for instruction on supervisory techniques that best motivate employees might be used with the same individual.

If the instructor of adults values and diagnoses participants' experiences, then androgogical strategies are characterized by contracts, multiple options, independent studies, and matching resources to objectives. The trainer looks less like an instructor and more like a facilitator.

DISTINCTIONS

Pedagogy

Dependent learning

Subject matter focus

*Value of a teacher's
experiences*

*External rewards
or
punishments*

Androgogy

Self-directed learning

Problem-solving focus

*Value of learner's
experiences*

Internal incentives

Other characteristics of adults that stem from this basic distinction are listed below. For each characteristic, think of

training implications as well as examples that show how you would address that characteristic of the adult learner in an Academy seminar:

1. Adults need to know why they need to learn something before undertaking the learning task. (Tough)
2. Adults perceive themselves as responsible for their own decisions and their own lives. Thus, adults need to be seen by others and treated by others as being capable of self-direction. Adults resent and resist situations in which they feel others are imposing their wills on them. (Knowles)
3. Adults come to any learning experience with a well-established frame of reference. This frame of reference must be recognized and accepted. If it is not, adults perceive this as not just rejecting their experience, but rejecting them as persons. (Knowles)
4. Adults are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with problems they confront in their life situations. (Knowles)
5. Adults tend to take errors personally and to let the errors affect their self-esteem. Therefore, they tend to apply tried and true solutions and take fewer risks. (Tough, Aslanien, Krupp)
6. Adults have “habit” needs. The learning environment must be physically and psychologically comfortable. (Krupp)

“To deny the experience of the adult is to deny the personhood of the adult. To reject the past experience is to reject the adult.”

Krupp, 1982

FOLLOW-UP

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 seminar 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?

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 defined, limited in number, reachable, 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 seminar.
4. Use other pre-seminar 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 seminar 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 audio-conference calls to discuss progress, barriers, and recommendations.

Evaluating the Academy participants' achievement of objectives is essential to the consultant's or trainer's lesson plan. The National Institute of Corrections Academy is dedicated to

providing effective training seminars. The seminar presenters need to have some strategies in mind for determining the extent to which training participants have gathered, assimilated, and can use the information or ideas presented in the training. Techniques for evaluating the participants' understanding and application and assessing the training process and the trainer's performance are discussed in the section, "Seminar Evaluation by Participants."

4. LESSON PLAN MANUAL/ FACILITATOR'S GUIDE

After the lesson plan has been developed, the trainer is ready to organize the handbook to be used by trainers and consultants. The Academy encourages a standardized format. The lesson plan manual/facilitator's guide is a three-ring notebook or published packet of all lesson plans. The organization includes:

- Title page;
- Letter from the Academy president;
- Agenda and schedule;
- Biographies of the seminar staff;
- Table of contents;
- Seminar goals;
- Script and lesson design, and materials for each module separated by dividers;
- Appendix:
 - a. Bibliography,
 - b. Glossary,
 - c. Resources and materials (transparency masters, audiovisuals, etc.),
 - d. Copies of any tests to be administered.

The “Training for Trainers” manual is organized with the left-hand column indicating the parts of lesson design or organizational information for the trainer. The right-hand column details the seminar content and activities in a narrative format. The narrative is a script for the trainer, offering helpful specifics.

5. PARTICIPANT MANUAL

Once the lesson plan manual for the trainer has been developed, the participant manual can be completed. The Academy staff compiles the participant manual from information the trainer provides unless other contractual arrangements have been made. The participant manual includes:

- Title page;
- Letter from the Academy president;
- Acknowledgements;
- Agenda and schedule;
- Biographies of the seminar staff;
- Table of contents;
- Seminar goals and objectives;
- Seminar lesson plan;
- Appendix:
 - a. Bibliography,
 - b. Glossary,
 - c. Resources and materials (including related articles and handouts).

6. TRAINING DELIVERY

Academy training programs can take a variety of different forms. Seminars can be held on- or off-site. The information for a seminar may be intended for dissemination to the field,

technical assistance, or a pre-conference seminar. Whatever the format, the same components of objectives, task analysis, lesson planning, etc. exist.

7. SEMINAR EVALUATION BY PARTICIPANTS

The Academy staff, consultant, or trainer devises ways to evaluate the trainer's performance and the training process. From the evaluation data collected, the trainer will have information to guide his/her decisions about program modifications. The trainer can then make informed decisions about future training seminars and about the strengths and weaknesses of the lesson design.

Participant responses are useful despite the fact that they may only report reactions and feelings. Such "soft" data does not measure changes in behavior or performance. However, participant responses meet the Academy's and trainer's need to know how well their efforts have been received. If participants are satisfied with the training, they will be more likely to apply the skills and techniques learned.

Participant responses can be divided into two categories: group-in-action and questionnaire type. Both are needed because they serve different purposes.

Group-in-Action Evaluation

This method of evaluation can stimulate participant thinking about personal learning. Group interaction can effectively cause participants to reflect upon the learnings. Also, participant ideas can be validated with others. Some group-in-action evaluation examples include:

- In dyads or triads, have participants discuss their learning. In “Training for Trainers,” participants are asked to discuss their seminar goals. In the manual for that seminar, one of the sections contains multiple-choice tests to evaluate the learning. Specifically, questions such as the following are asked: “What type of lesson plan sequence is used when basic content must be provided before moving on to more advanced content?”.
- Review participants’ expectations for the course. Were they met?

Questionnaire Evaluation

This method of evaluation provides the trainer or consultant with concrete information to review after the training. The Academy has an evaluation form that is used at points during and after a training seminar to gauge participant reaction (attitude or feeling regarding satisfaction or dissatisfaction) and to evaluate trainer performance. Include an Academy evaluation questionnaire in the lesson plan manual and the participant manual.

8. CLOSE-OUT REPORT

The Academy program specialist compiles the results of the evaluation questionnaires along with other data for a final report. End-of-the-course reports contain:

- A seminar close-out report (a form that summarizes information from participants; reviews of trainers, consultants, and materials; seminar organization and content; follow-up and future planning),
- An Academy evaluation form,

- A seminar training manual introduction, including the agenda and seminar staff,
- Participants' completed evaluation forms,
- Completed evaluation worksheets on each of the seminar components,
- A seminar budget summary.

The report is reviewed by the president of the Academy to determine outcomes of the training. From there, feedback is incorporated into the planning and design of the next seminar. Program specialists use double-loop feedback so that seminars are in a continuous state of revision and improvement. Program specialists evaluate the seminars to assess whether participant needs were met, and determine if different modules are required or if an entirely new program should be developed.

CONCLUSION

The techniques and strategies covered in this handbook reflect the foundation for effective training for the National Institute of Corrections Academy. By incorporating these ideas into training seminars, trainers will increase the probability that seminar participants will remember and understand the information provided. This is the "science" of training. The creative ways trainers interweave these principles are the "art" of training. The Academy is confident that by using the information presented in this handbook, trainers will truly put instructional theory into practice.





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