

LEADERSHIP, INNOVATION, AND COLLABORATION



# Forty Forward

*Learning and Performance  
Symposium 2014*

September 3-5, 2014

PARTICIPANT GUIDE





Agenda

*Section 1*



Forty Forward

*Section 2*



Needs Assessment

*Section 3*



Innovation Session

*Section 4*



Bits and Bytes

*Section 5*



Daily Digest

*Section 6*



Collective Visioning

*Section 7*



Coming Soon

*Section 8*



Resources

*Section 9*



Forty Forward

September 3, 2014

Dear Participant,

The NIC Academy Division welcomes you to the inaugural Learning and Performance Symposium. We hope the time you spend in this event will be productive and will further your personal capacity to serve your jurisdiction or agency.

This event will focus on learning and performance practices based on established theory and research as well as the effective practices of successful learning leaders. During the event, you will have opportunities to collaborate with other learning professionals as well as to contribute your own best practices.

We believe that this event will be instrumental to the future work of the Academy Division's Learning and Performance Initiative and we thank you for your participation.

Sincerely yours,



Robert M. Brown, Jr.  
Acting Director  
NIC



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National Institute of Corrections  
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NIC Academy Division Learning and Performance Initiative  
Learning and Performance Symposium 2014: Forty Forward  
September 2014  
Program ID Number 14A6001

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## MISSION

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

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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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## Agenda



# Agenda

## Learning and Performance Symposium 2014: Forty Forward NIC Academy Division Learning and Performance Initiative 14A6001

Wednesday, September 3, 2014			
8:00 - Noon	Intro/Welcome Session Needs Assessment /General Session Needs Assessment Breakout Session 1	Bernie Iszler Nicole Doctor Multiple Facilitators	Vail Vail Breakout Rooms
Noon – 1:00	Lunch On Your Own		
1:00 – 5:00	Innovation Session: Professional Development Series Needs Assessment Breakout Session 2 Bits and Bytes: Research Daily Digest	Barbara Collins Michael Guevara Multiple Facilitators Bernie Iszler Stephanie Greiner	Vail Breakout Rooms Vail Vail
Thursday, September 4, 2014			
8:00 – 11:30	Review / Preview Session Innovation Session: Competency Model  Needs Assessment Breakout Session 3 Innovation Session	Holly Busby Lance Anderson Megan Poore Amanda Hall Multiple Facilitators Leslie LeMaster Jane Bozarth	Vail Vail Breakout Rooms Vail
11:30 – 12:30	Lunch On Your Own		
12:30 – 5:00	Bits and Bytes: 508 Compliance Needs Assessment Breakout Session 4 Innovation Session: Resiliency  Bits and Bytes: Blended Learning Needs Assessment Breakout Session 5 Daily Digest	Milan Hatch Multiple Facilitators Michael Connelly Amanda Hall Steve Swisher Nicole Doctor Edwin Pauzer	Vail Breakout Rooms Vail Vail Vail Vail Vail
Friday, September 5, 2014			
8:00 - Noon	Review / Preview Innovation Session: Resources  Needs Assessment Debrief Collective Visioning Next Steps	Bernie Iszler Liz Craig Susan Powell Michael Guevara Nicole Doctor Amanda Hall Leslie LeMaster	Vail

## 14A6001 Final Agenda

<b>Wednesday September 3, 2014</b> 0800 – 1700				
0800	90 minutes	Intro / Welcome Session	Bernie Iszler	Vail
0930	15 minutes	Break		
0945	45 minutes	Needs Assessment General Session	Nicole Doctor	Vail
1030	90 minutes	Needs Assessment Breakout Session 1 1130 return to Vail for report out	Multiple Facilitators	Breakout
1200	60 minutes	Lunch	On Your Own	
1300	90 Minutes	Innovation Session: Professional Development Series Before the break- Nicole set up Breakout2	Barbara Collins Michael Guevara	Vail
1430	15 Minutes	Break		
1445	90 Minutes	Needs Assessment Breakout Session 2 1545 return to Vail for report out	Multiple Facilitators	Breakout
1615	15 Minutes	Bits and Bytes: Research	Bernie Iszler	Vail
1630	30 Minutes	Daily Digest	Stephanie Greiner	Vail
<b>Thursday September 4, 2014</b> 0800 – 1700				
0800	30 Minutes	Review / Preview Session	Holly Busby	Vail
0830	30 minutes	Innovation Session: Competency Model	Amanda Hall Megan Poore Lance Anderson	Vail
0900	90 Minutes	Needs Assessment Breakout Session 3 Built in break during the session	Multiple Facilitators	Breakout
1030	15 Minutes	Return to Vail for report out	Nicole Doctor	Vail
1045	30 Minutes	Innovation Session: Who Says?	Leslie LeMaster Jane Bozarth	Vail
1115	15 Minutes	Bits and Bytes: 508 Compliance	Milan Hatch	Vail
1130	60 Minutes	Lunch	On Your Own	
1230	90 minutes	Needs Assessment Breakout Session 4 Built in break during the session	Multiple Facilitators	Breakout
1400	15 Minutes	Return to Vail for report out	Nicole Doctor	VAIL
1415	30 minutes	Innovation Session: Resiliency	Michael Connelly Amanda Hall	Vail
1445	15 Minutes	Bits and Bytes: Research Part Deux	Bernie Iszler	Vail
1500	90 minutes	Needs Assessment Session	Nicole Doctor	Vail
1630	30 Minutes	Daily Digest	Edwin Pauzer	Vail

14A6001 Final Agenda

<p style="text-align: center;"><b>Friday September 5, 2014</b> 0800 – 1200</p>				
0800	15 Minutes	Review / Preview	Bernie Iszler	Vail
0815	30 Minutes	Innovation Session: Resources	Liz Craig Susan Powell Michael Guevara	Vail
0845	30 Minutes	Info Center / Library Tour and Networking Break	Info Center Staff	Info Center
0915	15 Minutes	Needs Assessment Debrief	Nicole Doctor	Vail
0930	75 Minutes	Collective Visioning	Amanda Hall	Vail
1045	75 Minutes	Next Steps	Leslie LeMaster	Vail
1200		Session Ends Participants Travel Out		



Forty Forward

## **L & P Symposium Intro / Welcome Session- 8:00 AM- 9:30 AM**

1. *Bernie*- Hello!
2. Bernie introduces Symposium Team
3. Michael “introduces” participants through “Who here is [insert variable here]?” activity
4. Amanda - NIC structure and info i.e. divisions and delivery methods
5. Bernie – what and why
  - purpose and structure of the group/groups
    - launch the Field Training Initiative / new format for collaborating with the field
  - objectives of the group in general
    - leadership, innovation, and collaboration across jurisdictions, across disciplines
    - sharing resources and expertise
    - partner with NIC to deliver resources to the field
  - objectives and outcomes of the inaugural meeting
    - needs assessment
    - establish structure / format for FTI
6. Amanda – Logistics-
  - Verify data in participant roster
  - Emergency contact forms
  - Name tags
  - pictures
  - Bathrooms
  - coffee service
  - hydrating
  - Club Fed store,
  - restaurant maps
  - dress code on Friday for travel
  - request late checkout from hotel if necessary
  - peanut announcement
  - transportation to airport on Friday for early flights out
7. Leslie – White Paper Scavenger Hunt

DOJ

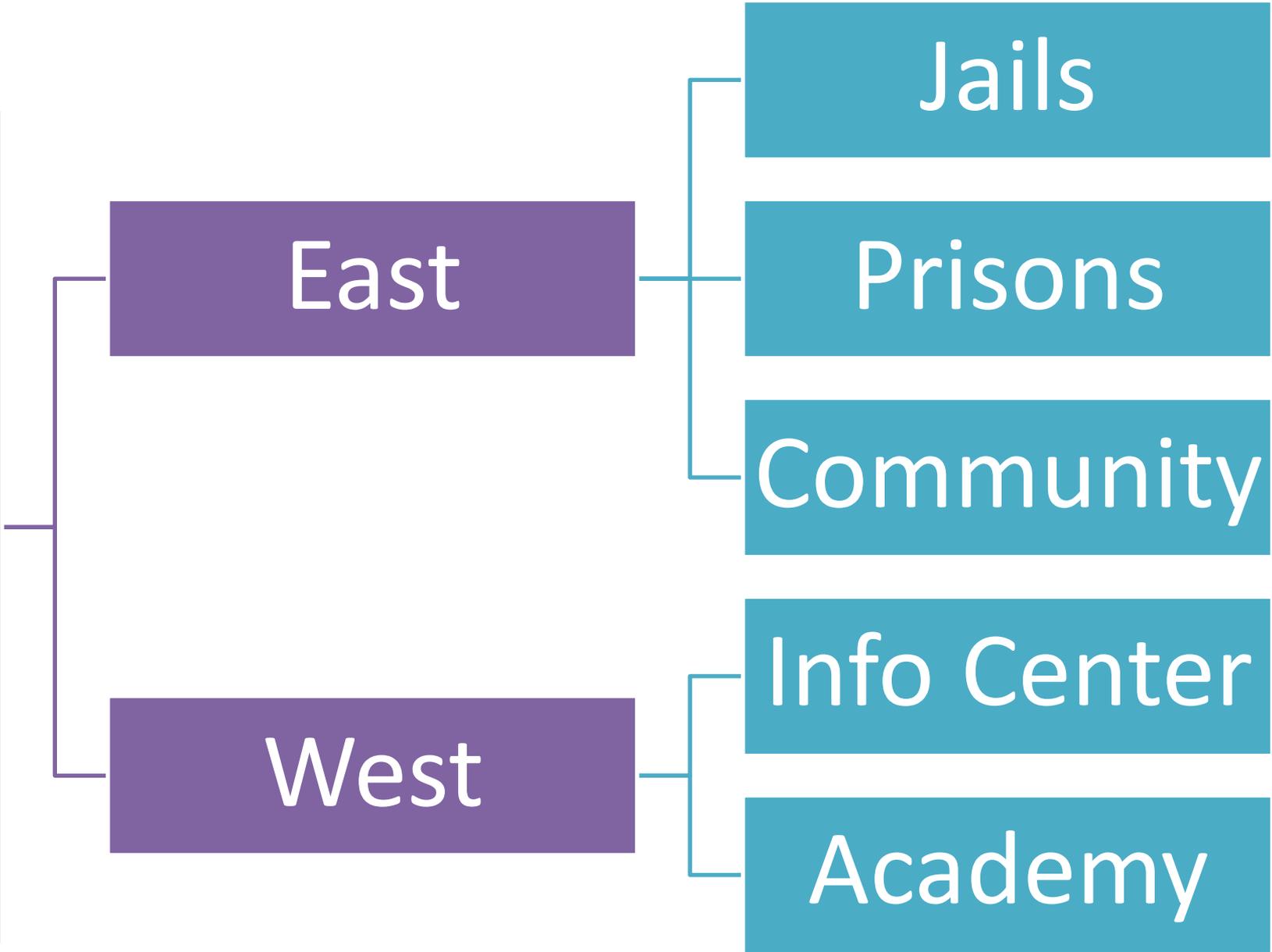


BOP



NIC

# NIC



# Academy

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graph LR; Academy[Academy] --- CogBeh[Cog Beh]; Academy --- Leadership[Leadership]; Academy --- LP[L & P]; CogBeh --- TechAssist[Tech Assist]; CogBeh --- Partnership[Partnership]; Leadership --- NCA[NCA]; LP --- FTI[FTI];
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Cog Beh

Leadership

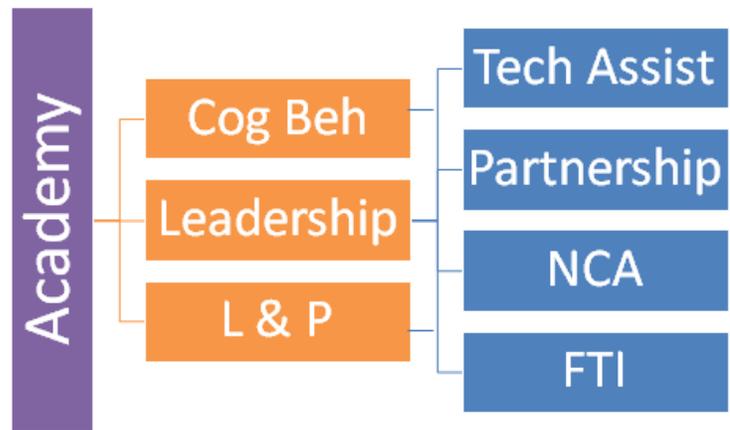
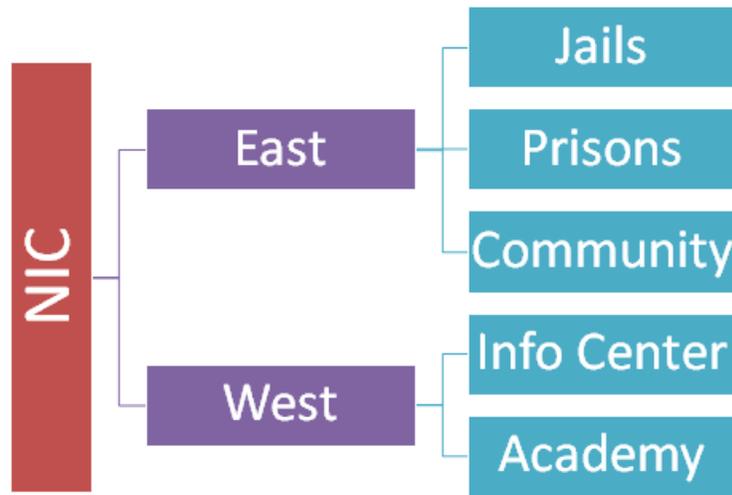
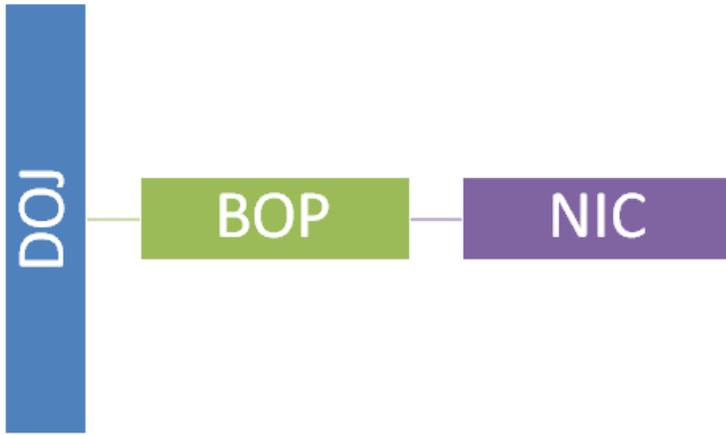
L & P

Tech Assist

Partnership

NCA

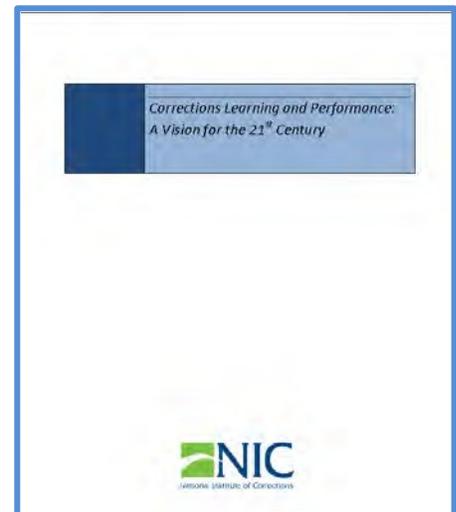
FTI



## Learning and Performance Scavenger Hunt!

As a table group, work together to find the answers to the following questions, which are located in *Corrections Learning and Performance: A Vision for the 21<sup>st</sup> Century*, which is located in your Participant Guide at *Section Two*.

When you and your group have scavenged the document for all of the answers, *raise up your telescopes* to signal that you are done!



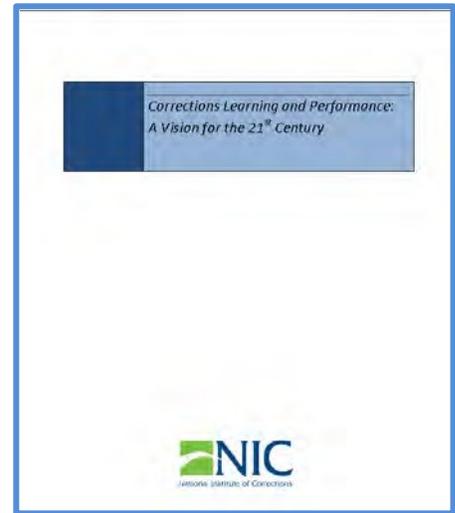
- 1) What percentage of learning takes place outside of the formal context? On what page and in which section of the document?
- 2) The typical corrections training budget is spent on what and according to whom? Where is this located in the document?
- 3) What did a 2012 meta-analysis by Van Dam of 355 studies reveal as the most important factor in knowledge retention?
- 4) To what factors does Wick et al. attribute the failure of transfer of learning in a 2010 study?

- 5) How does Julia Aucoin describe evaluation in terms of learning and performance assessment? Where is this located in the document?
  
- 6) Why is the term Learning and Performance purposefully used in this document, instead of the more commonly used training, or staff development? Where is that explanation located?
  
- 7) How does Wick et al. 2010 postulate that we move away from learning as an event, to learning as a process? And why would we do so? Where is this located?
  
- 8) Where is the emerging role of the learning professional as content curator mentioned? What is that role and how might it play out? Where is that mentioned in the document?
  
- 9) What are the most current learning theories that underlie the foundation of staff development in corrections? Where is this information located in the document?
  
- 10) According to Knowles et al. in 2011, what are the core competencies related to adult learning theory that contemporary learning and performance professionals must have?

## Learning and Performance Scavenger Hunt!

As a table group, work together to find the answers to the following questions, which are located in *Corrections Learning and Performance: A Vision for the 21<sup>st</sup> Century*, which is located in your Participant Guide at **Section Two**.

When you and your group have scavenged the document for all of the answers, *raise up your telescopes* to signal that you are done!



### 1) What percentage of learning takes place outside of the formal context? On what page and in which section of the document?

Page 2 in the White Paper Abstract / Page 2; Also second paragraph page 13

Learning occurs in many settings and for many different reasons. While we most typically picture formal, instructor-led learning when we discuss corrections training, “most actual learning takes place informally on-the-job, through coaching, mentoring, experience, and other sharing. This learning does not go through the training department, and it is not tracked by the organization’s learning management system...Interactions like water-cooler conversations, over-the-cubicle requests for assistance, and on-the-job coaching provide the majority of performance support” (Kelly 2012). Estimates about how much we learn informally range from 56% (Carliner 2012) to 90% (van Dam 2012). While the vast majority of learning actually takes place outside the classroom, the typical training budget in corrections is spent on classroom training and activities that support it (Lewis 2011).

### 2) The typical corrections training budget is spent on what and according to whom?

While the vast majority of learning actually takes place outside the classroom, the typical training budget in corrections is spent on classroom training and activities that support it. / Lewis 2011, page 13

### 3) What did a 2012 meta-analysis by Van Dam of 355 studies reveal as the most important factor in knowledge retention?

Van Dam (2012) reports that a meta-analysis of 355 studies revealed the most important factor in knowledge retention to be the quality of the learning design rather than the delivery method. / Page 18

**4) To what factors does Wick et al. attribute the failure of transfer of learning in a 2010 study?**

Wick et al. (2010) offer that failure of transfer is attributable to all parties involved. Designers fail to incorporate assessment and tracking mechanisms. Management sets unclear or conflicting priorities and fails to hold staff accountable to application of learning. Learning participants have weak or no goals, are not motivated, and have low expectations. Supervisors are not engaged, don't provide the opportunity for employees to apply new skills or knowledge or fail to provide feedback when new skills are applied. Additionally, peer pressure, lack of support from the training department, lack of follow up, and lack of action plans contribute to failure to transfer. According to Wick, learning professionals and supervisory staff share the burden for the success or failure of learning programs. Even if the training is a success, if there is no transfer, the training has failed. / Page 21

**5) How does Julia Aucoin describe evaluation in terms of learning and performance assessment? Where is this located in the document?**

Julia Aucoin (2012) advances that evaluation is a process, derived from a model, and designed by educators such as Donald Kirkpatrick, Roberta Straessle Abruzzese, and Daniel Shufflebeam. The process should involve content evaluation (testing and demonstration), outcome evaluation (changes in behavior), and impact evaluation (organizational improvement). Strategies for addressing each element of the evaluation process should be identified during the planning and design phase of learning. / Page 23

**6) Why is the term Learning and Performance purposefully used in this document, instead of the more commonly used training, or staff development? Where is that explanation located?**

Except when using direct quotations, we have deliberately and purposefully avoided the use of the word "training" in this paper. Why? What's in a name? Depending on your agency, you may refer to how staff are prepared for duties and tasks as training, staff education, staff development, staff training and development, employee education, human resources development, or organization development.

We propose that "Learning and Performance" are more reflective of the developmental goals for staff in correctional agencies. Learning encompasses not only the formal aspect of classroom delivery usually associated with training, but workplace learning, social learning, breakthrough learning, incidental learning, and organizational learning. The ultimate goal of any learning event is to improve performance. It is the framework of learning and performance that will drive our product development and delivery in the years to come. / Page 5

**7) How does Wick et al. 2010 postulate that we move away from learning as an event, to learning as a process? And why would we do so? Where is this located?**

Wick et al. (2010) state that while course design is vital, what comes before and after the learning event is as important as the event itself. They go on to recommend a before, during, and after paradigm in order to focus on learning as an experience rather than an event. The process includes four phases of learning: preparation, learning, transfer, and achievement.



Preparation should include the selection of the right people for the right course, meaningful preparatory work, pre-program meeting(s) between participants and their supervisors, and the provision of a program overview to the participant's supervisor. In addition to the actual course, the learning phase should include the use of preparatory learning, links to expected outcomes and relevance, practice with supervision and feedback, and a process check (end of course evaluation). The transfer phase includes performance support resources, supervisor involvement, and accountability. The achievement phase should include recognition and assessment. / Pages 19 – 20 with graphic

**8) Where is the emerging role of the learning professional as content curator mentioned? What is that role and how might it play out? Where is that mentioned in the document?**

One competency that may be included on future models is the role of the learning professional as curator. In a message posted to the Learning Circuits Blog (2012), David Kelly explores the emerging role of the learning professional in the age of social learning.

With content growing at an exponential rate, our need to create will slowly diminish. In its place will be the growing need to filter on behalf of workers; to curate the sea of content that is available and being shared and bring the most relevant and valuable to the forefront of worker attention. Learning and performance professionals need to discover where the information is being shared in their organizations and tap into it. The sharing taking place could be identifying new performance support needs, or it could be sharing new solutions. / Page 15

**9) What are the most current learning theories that underlie the foundation of staff development in corrections? Where is this information located in the document?**

No single theory lays the foundation for staff development in corrections. Rather, our learning programs are a reflection of multiple theories; a synthesis of multiple concepts. By increasing our understanding of learning theories, we can improve our chances for achieving desired results (Knowles et al. 2011: 7). Appendix A provides a summary of learning theories and the

implications for corrections learning. From the earliest theories (behaviorism) to the most recent (organizational learning) there has been an evolution in focus from an emphasis on the individual learner in a formal environment to multiple types of learning (individual, group, and organizational) in both formal and informal environments (Hager 2011). Russ-Eft (2011:125) states “By connecting these theories, we can identify further practice and research implications.” / Page 10

**10) According to Knowles, et al in 2011, what are the core competencies related to adult learning theory that contemporary learning and performance professionals must have:**

Knowles et al. (2011:279-287) list the core competencies related to adult learning theory as the ability to:

- describe the difference between a content plan and a process design;
- design learning experiences for accomplishing a variety of purposes that take into account individual differences among learners;
- describe the range of methods or formats for organizing learning experiences;
- describe the range of techniques available for facilitating learning;
- provide a rationale for selecting a particular method, technique, or material for achieving particular educational objectives;
- evaluate various methods, techniques, and materials as to their effectiveness in achieving particular educational outcomes; / Page 14

*Corrections Learning and Performance:  
A Vision for the 21<sup>st</sup> Century*



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*Project Manager*

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Corrections Learning and Performance: A Vision for the 21<sup>st</sup> Century White Paper  
December 2012  
NIC Accession Number 026506

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## Foreword

In the mid 90's, when Randolph Westerfield became Dean of the Marshall School of Business, he suggested in an early speech to his faculty that the future of business would be driven by the concepts of globalization and a world-wide market. He challenged his faculty to learn not just about the United States, where business has become somewhat provincial and static in its approach, but about the world and its complex environment. Technology and globalization contribute to the challenges we face in corrections learning and performance today.

To quote Bill Wiggernhorn from Motorola, "we have come a long way from flip charts, blackboards, chalk, overheads, and extension cords." I don't believe we've come far enough. Today's smartphone has more capacity and standard features than the mobile communications system used by the President of the United States just 25 years ago. In the palm of our hands, we can access vast collections of books, papers and periodicals, films, games, music, and newspapers; employ cameras, voice recorders, GPS tracking, and teleconferencing; and search for restaurants, museums, and places of interest in virtually any community worldwide.

The possibilities are almost limitless yet in our classrooms we remain comfortable in our complacency and have still to provide the leadership necessary to move corrections learning and performance into the 21<sup>st</sup> Century. We need to adopt a forward thinking stance; to move away from the maintenance of the status quo. We must explore where we are and where we need to go. We need a vision for our future, a vision that includes the transformation of corrections learning and performance based on the application of research on adult learning and the leveraging of new technologies.

Additionally, our world of social learning, self-directed learners, virtual immersion environments, on-demand learning, on-line mentoring, culture and gender differences, and shared work environments calls for a renewed orientation toward collaboration as well as a healthy appreciation and respect for the differences that exist amongst us.

To that end the National Institute of Corrections has embarked upon the publication of a series of papers to stimulate discussion about the future of learning and performance in corrections. It is our hope that this paper, the first of the series, will engage those of you with a passion for developing human potential in an open dialog and exchange of ideas.

**Robert M. Brown, Jr.**  
*Acting Director*  
National Institute of Corrections

## Abstract

This white paper focuses on learning and performance challenges in the 21st century including the role of technology in learning programs and the incorporation of evidence-based practices into program design and delivery. The paper offers an extensive review of learning research in the areas of theory, learners, learning organizations, instructional design, program design, delivery methods and modalities, learning transfer, and program assessment. The following are the key findings:

- ⊕ Empirical data on adult and workplace learning should be used to drive development and practice, utilizing proven methods to maximize results.
- ⊕ 60 – 80 % of learning takes place outside of formal contexts, yet we spend the bulk of our staff development resources on formal learning.
- ⊕ Agency culture and the way that learning is supported in the workplace are vital to successful learning programs.
- ⊕ To achieve desired learning outcomes, we must consider design, learner characteristics, context, content, and motivational and engagement strategies.
- ⊕ The most important factor in knowledge retention is the quality of the learning design rather than the delivery method.
- ⊕ Online learning approaches are as effective as face-to-face approaches. Blended learning and collaborative learning are the most effective forms of distance learning.
- ⊕ Typical levels of learning transfer are between 10 and 30%. Transfer can be enhanced with proper interventions pre-training, during training, and post-training.
- ⊕ We need to use proven methods to move from measuring training activity to measuring learning results.

## Table of Contents

Foreword .....	1
Abstract .....	2
Introduction.....	4
Background.....	5
National Institute of Corrections .....	5
Academy Division .....	6
Problem Statement .....	7
Why This, Why Now? .....	7
Research and Theory – Evidence-Based Practices.....	9
Learners and Learning .....	10
Learning Professionals.....	14
Learning Organizations .....	16
Instructional Design.....	17
Program Design .....	19
Methods/Modality .....	20
Transfer .....	21
Assessment .....	22
How Can We Make and Promote Change? .....	24
Want More? .....	25
References.....	27
Appendix A – Theoretical Models and Implications for Learning Programs .....	32
Appendix B – ASTD Competency Model* .....	33
Appendix C – Glossary of Terms .....	34

## Introduction

Correctional agencies around the country are challenged by an increasingly transient workforce, exponential growth in technology, and continued budget cuts. Agency leaders, including those within the National Institute of Corrections, are asking such questions as:

- How can we support the development of future leaders and the retention of employees in our organization?
- How can we embrace technological advances and implement effective learning strategies?
- How can we work within the current fiscal restrictions to provide quality learning experiences with less expense?
- How can we become a learning and performance agency rather than merely a training organization?

In addition to seeking answers to these questions, leaders in the field increasingly recognize the need to collect, interpret, and disseminate information and evidence as well as the need to consider benchmarking and collaboration as standard practices in order to meet stakeholder needs.

This paper advances a framework for the way NIC's Academy Division will go about the business of answering these questions and meeting these needs: a vision statement if you will. By embedding theory and research in the foundation of our work, by collaborating with leaders in the field, and with continuous assessment of our policy and practice, we envision a shift from being a training agency to being a center of learning and performance.

*"We did not put our ideas together.  
We put our purposes together.  
And we agreed.  
Then we decided."*

*Popol Vuh  
Sacred Book of the Quiché Maya People*

Except when using direct quotations, we have deliberately and purposefully avoided the use of the word “training” in this paper. Why? What’s in a name? Depending on your agency, you may refer to how staff are prepared for duties and tasks as training, staff education, staff development, staff training and development, employee education, human resources development, or organization development.

We propose that “Learning and Performance” are more reflective of the developmental goals for staff in correctional agencies. Learning encompasses not only the formal aspect of classroom delivery usually associated with training, but workplace learning, social learning, breakthrough learning, incidental learning, and organizational learning. The ultimate goal of any learning event is to improve performance. It is the framework of learning and performance that will drive our product development and delivery in the years to come.

As a first step to building this framework, we conducted an extensive review of learning research in the areas of theory, learners, learning, learning professionals, learning organizations, instructional design, program design, delivery methods and modalities, learning transfer, and program assessment.

We invite all learning leaders in the field of corrections, be they directors, administrators, coordinators, or instructors; be they assessors, designers, developers, or deliverers; be they local, state, or federal, to join NIC’s Academy Division in visioning the future of learning in corrections.

## **Background**

### **National Institute of Corrections**

In September 1971, a major riot at New York’s Attica prison focused national attention on corrections and the practice of imprisonment in the United States. In response to public concern and recognizing the problems in corrections facilities and programs at the State and local levels, Attorney General John N. Mitchell convened a National Conference on Corrections in Williamsburg, Virginia, in December 1971.

Chief Justice Warren E. Burger, in his keynote address before the 450 conference participants, expressed support for the establishment of a national training academy for corrections. The training academy would:

- Encourage the development of a body of corrections knowledge, coordinate research, and formulate policy recommendations;
- Provide professional training of the highest quality for corrections employees and executives;
- Provide a forum for the exchange of advanced ideas in corrections, and
- Bring about long-delayed improvements in the professionalism of the corrections field.

The National Institute of Corrections was created in 1974. It first received funding in 1977 as a line item in the Federal Bureau of Prisons budget.

Over the last 38 years, during a period of enormous transformation in American corrections, NIC has been instrumental in improving the management of prisons, jails, and community corrections programs and facilities by promoting correctional practices and procedures that maximize the safety of the community, staff, and offenders. We continually update our strategic priorities in response to the needs of the field.

### Academy Division

NIC's Academy Division enhances organizational and professional performance in corrections by providing learning opportunities to the field. Our primary role is to build agency capacity for workplace learning.

- Through the Leadership and Management Initiative, we offer a broad range of developmental programs for supervisors, managers, senior level leaders, and future executives who will lead their agencies.
- The Workplace Learning and Staff Performance Enhancement Initiative is the Academy's effort to build staff development capacity in corrections agencies.
- The NIC Learning Center offers corrections practitioners access to over 250 web-based courses, hosts virtual instructor-led courses on a variety of topics, and accommodates online registration for traditional classroom programs.

- Through satellite and Internet Broadcasts, we offer video learning opportunities to address current and pressing topics in corrections.
- The Regional Training Initiative is a national network, coordinated through four regions, that
- enables NIC to support correctional learning nationwide.
- Thinking for a Change (T4C) is a cognitive behavioral curriculum designed to reduce recidivism. The Academy offers program materials and a curriculum for program facilitators.
- Through Cooperative Agreements, NIC awards funds to partner agencies in support of our
- program initiatives.

## Problem Statement

As the Academy Division envisioned business plans for the coming years we easily identified multiple challenges facing the field. More importantly, we recognized that we were failing to fully address these challenges within our own division. A review of our business practices and current catalog of products made clear to us that there was a need for action. It is imperative that we explore and address the challenges facing learning professionals, including our own staff, and that we implement a plan of action in response. By building a new model, one based on research, our own body of work, and collaboration with the field, we can address the need to build our internal capacity to assess, design, deliver and evaluate quality programs and services. In turn, we can enhance our ability to deliver needed, innovative, and effective learning opportunities to the field.

## Why This, Why Now?

In 1987, research about a new productivity tool began to surface. Articles were written that called the usefulness of the tool into question, doubting that the new tool could be associated with improved outcomes. A lot of money had been spent on this new tool but there was little evidence to show that the investment was paying off. People were trained on the new tool but there was little evidence that the training was being practiced upon return to the job. The new tool: the personal computer.

Today, we might view mobile learning or e-learning the same way- as passing fads that will have no real impact on corrections performance. Or, we might learn to embrace emerging technology as a way to deliver quality performance support and learning opportunities in real-time, on-demand, and on-the-job.

In a July 2012 interview with *T+D Magazine*, Darin Hartley, the Director of Client Management at Intrepid Learning Solutions, responded to the question, “How has the workplace learning profession changed in the past two decades?”

There has been a tremendous amount of disruption from technological advances, changes in the economy, globalization, and macro-and micro-level forces, all of which have shaped various trends. For example, industry shifts to learning management systems, e-mail, e-learning, knowledge management, and – the latest mega-trend – social learning have been sources of ongoing change. Gamification, another very promising model, is just around the corner. Learning professionals have had to adapt their skills and competencies nearly constantly to remain relevant.

Corrections is a complex business. Today, staff are often called upon to function in roles outside their traditional positions (e.g. a custody officer functioning as a change agent when using cognitive behavioral interventions with an offender). Increased staff responsibilities and the need for additional skill sets will require us to carefully consider the needs of these learners.

In 1998, Anna Sfard wrote about a foundational shift in how theorists view learning: the shift from knowledge as a thing to be possessed (acquisition) to learning as a process (participation). Before and since, experts in the field have been exploring how best to define learning, and in so defining it, cultivating the ability to design and deliver learning events effectively. To quote two of our professional colleagues (Bingham and Conner 2010:14), “Success will go to those...savvy enough to understand, learn from, and leverage these shifts.”

*“We’ve come a long way from the days of flip charts, chalk, overheads, and extension cords. The workplace of tomorrow is here, and it houses many faces, languages, and ages. Baby Boomers interact with Generation X, Generation Y, and Generation Next. Learning is offered in blogs, podcasts, portals, and Skype.”*

*Bill Wiggernhorn  
Originator of Motorola University*

In recognizing that we are facing challenges and opportunities as never before, NIC’s Academy Division is excited to address and explore the implications and possibilities before us, to adopt the stance that staff development is a learner-driven process that encompasses multiple aspects of knowledge synthesis including social, formal, informal, immersive, situated, workplace, adult, breakthrough, and mobile learning.

## Research and Theory – Evidence-Based Practices

Professionals in health care and mental health are called upon to engage in and are held accountable to evidence-based practices. As public providers of human services, corrections professionals are increasingly expected to do the same (Austin 2008). Just as there is an evidence base for working with offenders effectively, there is a parallel and ever-growing evidence base of human learning and performance, from how the brain works to how adults learn to how knowledge is applied on the job. We need to use proven methods to maximize learning including evidence on learner characteristics, technology, development, design, delivery, and evaluation (Clark 2010).

*“The growing interest in evidence-based practice has generated a wide variety of discussions related to such questions as: ‘How do you define it?’ ‘How to do it?’ ‘How to teach it?’ and ‘How do you evaluate its feasibility and outcomes?’”*

*Michael J. Austin  
Milton and Florence Krenz Mack Distinguished  
Professor of Nonprofit Management University  
of California, Berkeley*

It’s important to note that there is a difference between research (evidence-based practices) and benchmarking (best practices). It’s also important to note that not all research is equal. Stone (2006) recommends consideration of the following when conducting research; who did the research, who paid for the research, has the research been

published in a refereed journal, was the research done in a real-world setting, has the research been replicated? Stone (2006:190) goes on to say, “Research can be interpreted in many ways. There is no guarantee that reviewing all the research on any topic will give you the answers you need...The fact is that there are poor studies, incorrect figures, and sloppy research that can cause you to stumble as you are investigating learning programs.”

In our data-gathering process, we relied on multiple sources including academic journals, best practices, and published materials from subject matter experts. While earlier training research

focused primarily on individual learning outcomes, there has been a noticeable shift in the research toward understanding learning at multiple levels. Recent work looks at both learning and performance (Marsick, Watkins, and O'Connor 2011).

## Learners and Learning

No single theory lays the foundation for staff development in corrections. Rather, our learning programs are a reflection of multiple theories; a synthesis of multiple concepts. By increasing our understanding of learning theories, we can improve our chances for achieving desired results (Knowles et al. 2011: 7). Appendix A provides a summary of learning theories and the implications for corrections learning. From the earliest theories (behaviorism) to the most recent (organizational learning) there has been an evolution in focus from an emphasis on the individual learner in a formal environment to multiple types of learning (individual, group, and organizational) in both formal and informal environments (Hager 2011). Russ-Eft (2011:125) states “By connecting these theories, we can identify further practice and research implications.”

While pedagogical theories focus on the best way for students to learn, the associated teaching strategies target the characteristics of learners with limited experience and knowledge, usually children. Knowing that our target audience in corrections is composed

***“Learning is a complex activity and more than the sum of its parts.”***

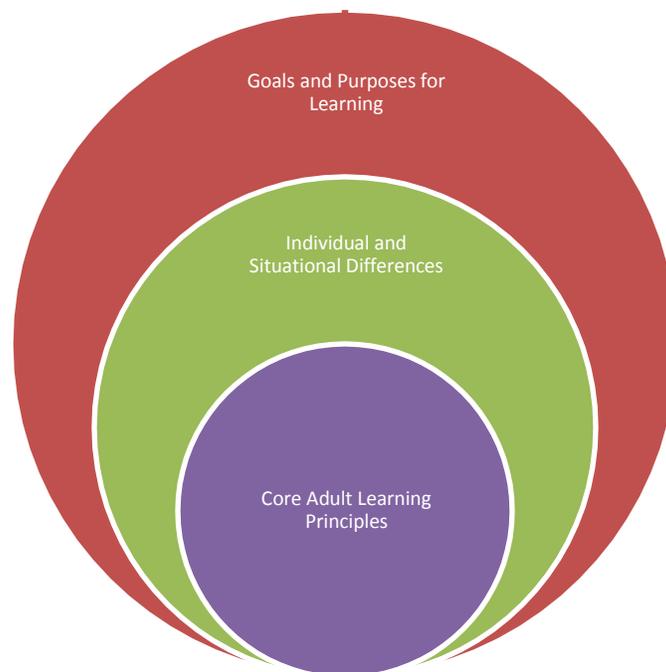
***Karen Vaughan  
New Zealand Council for Education Research***

exclusively of adult learners, it would follow that we should tailor our learning programs to meet the needs of adult learners. Who are these learners, how do they learn, and where do they learn? Vaughn (2008:19) states that “without an understanding of the learners themselves, workplace learning cannot be successful.”

“By 1940, most of the elements required for a comprehensive theory of adult learning had been discovered, but they had not yet been brought together into a unified framework; they remained as isolated insights, concepts, and principles.” (Knowles et al. 2011:43). Andragogy attempts to pull those concepts and principles together into a working model for adult learning.

The andragogy in practice model (Knowles, Holton, and Swanson 1998) offers a conceptual framework for andragogy across multiple domains of adult learning practice (Knowles et al. 2011:146). The framework takes into account learner differences as well as the differentiated goals of each learning event. At the core of this three-dimensional framework is the adult learner. The six core adult learning principles are listed below.

- Adults need to know how the learning will be conducted, what will be learned, and why they need to learn something before learning it.
- The self-concept of adults is heavily dependent upon a move toward self-direction. They are autonomous.
- Prior experiences of the learner provide a rich resource for learning. Adults bring their own resources and mental models with them to learning events.
- Adults typically become ready to learn when they experience a need to cope with a situation or perform a task.
- Adults' orientation to learning is life-centered, problem-centered, and contextual.
- The motivation for adult learners is internal.



Adapted from Figure 7-1 "Andragogy in practice model (from Knowles, Holton, & Swanson, 1998)" as published in *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*

Surrounding the learner, the second dimension of the model is individual and situational differences.

- Subject matter differences may call for different learning strategies.
- Situational differences may call for different delivery strategies i.e. remote learners or groups.
- Individual learner differences include level of experience, mental abilities, and learning style.

Surrounding the learner and the individual and situational differences, the third dimension of the model consists of the goals and purposes for learning. Goals for growth may be focused on the individual learner, on agency development, or on a societal need.

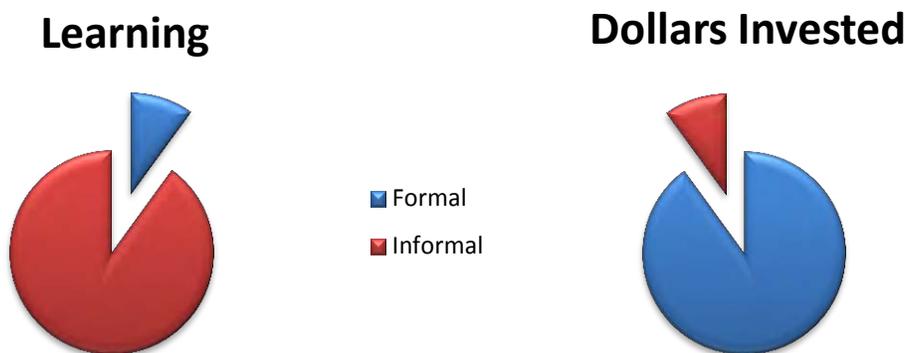
Taken by themselves, the six core principles offer an “effective approach to adult learning”. When coupled with the multi-dimensional framework, the model provides a solid foundation for planning adult learning across disciplines (Holton et al. 2001:120). Adult learning theory is the basis of NIC’s *Instructional Theory into Practice* (ITIP) model for designing learner-centered instruction.

Theorists disagree whether a learner’s preferred learning style is a critical factor in the learning process. There does, however, seem to be a general consensus that what *is* important is recognizing differences in learners. Blackwell and McCarthy (2007) hypothesize that the importance in understanding learning styles lies in the fact that different learning styles can be a healthy means to balance thinking between instructor and learner. Knowles et al. (2011:213-214) state that learning style instruments are “best used...to create awareness among learning leaders and learners that individuals have different preferences.” Clark (2010) offers research that shows it may be more important to pay attention to level of expertise than to learning styles. Russ-Eft (2011:127) states that “the theoretical framework implies that trainees may need information to be presented in multiple ways. It may be that one approach or another may prove more effective for certain types of learners, certain kinds of information, and certain kinds of situations.”

Holton et al. (2001:133) propose that “While there remains much uncertainty in the research, the key point is clear – individuals vary in their approaches, strategies, and preferences during learning activities. Few learning professionals would disagree. At one level, merely being sensitive to those differences should significantly improve learning.”

In addition to adult learner traits and characteristics, instructional strategies must incorporate the evidence on how the human brain and memory work. “Thirty years of research has focused on what the brain has to do with how a learner learns and how you can practically apply that understanding to improve the effectiveness of the learning experience. Understanding what is happening in the heads of learners is what is critical in helping them apply what they have learned...” (Herrmann-Nehdi 2008:214-215).

Learning occurs in many settings and for many different reasons. While we most typically picture formal, instructor-led learning when we discuss corrections training, “most actual learning takes place informally on-the-job, through coaching, mentoring, experience, and other sharing. This learning does not go through the training department, and it is not tracked by the organization’s learning management system...Interactions like water-cooler conversations, over-the-cubicle requests for assistance, and on-the-job coaching provide the majority of performance support” (Kelly 2012). Estimates about how much we learn informally range from 56% (Carliner 2012) to 90% (van Dam 2012). While the vast majority of learning actually takes place outside the classroom, the typical training budget in corrections is spent on classroom training and activities that support it (Lewis 2011).



## Learning Professionals

Our review of learning literature revealed that subject matter experts across the board agree that the abilities of the learning professional are of utmost importance in moving learning programs into the 21<sup>st</sup> Century. Allix (2011:144) advances that the workplace learning professional's role is one of "significance and consequence." Wick (2010) offers that we need a new paradigm about the scope of our responsibility and that we need to move beyond delivering programs to delivering results; to designing programs that are inclusive of all of the factors that influence outcomes. Vaughan (2008:3) concludes that the increased complexity in the relationships between knowledge, institutions, and people will require a learning stance from us.

***"A critical element of transforming a training department into an HPE [Human Performance Enhancement] department is building the competencies of training and development professionals so that they can assume more challenging roles."***

***William Rothwell  
Professor of Workforce Education and  
Development  
Pennsylvania State University***

McLagan (2008:129) notes that competency models provide important frameworks for selection, performance, and development decisions and actions in any organization. Rothwell (2005) proposes that competency models identifying the skills necessary for success should include analysis, audit, vision, observation, clarification, communication, design, construction,

implementation, and evaluation. Knowles et al. (2011:279-287) list the core competencies related to adult learning theory as the ability to:

- describe the difference between a content plan and a process design;
- design learning experiences for accomplishing a variety of purposes that take into account individual differences among learners;
- describe the range of methods or formats for organizing learning experiences;
- describe the range of techniques available for facilitating learning;
- provide a rationale for selecting a particular method, technique, or material for achieving particular educational objectives;
- evaluate various methods, techniques, and materials as to their effectiveness in
- achieving particular educational outcomes;

- use a wide variety of presentation methods efficiently;
- use a wide variety of experiential and simulation methods effectively, and
- evaluate learning outcomes and processes and select or construct appropriate instruments and procedures for this purpose.

The Central Intelligence Agency stood out in our literature review (Bingham and Conner 2010; Broad and Newstrom 1992) as a public agency that has been successful in incorporating mobile and social learning into its learning program. One of the reasons for their success may be the implementation of a certification program for their ad hoc trainers and subject matter experts that includes workshops on fundamentals of instruction, facilitation skills, course design, training needs assessment and evaluation, assessing student learning, case method teaching, case research and case writing, designing course materials, and classroom management.

One competency that may be included on future models is the role of the learning professional as curator. In a message posted to the Learning Circuits Blog (2012), David Kelly explores the emerging role of the learning professional in the age of social learning.

With content growing at an exponential rate, our need to create will slowly diminish. In its place will be the growing need to filter on behalf of workers; to curate the sea of content that is available and being shared and bring the most relevant and valuable to the forefront of worker attention. Learning and performance professionals need to discover where the information is being shared in their organizations and tap into it. The sharing taking place could be identifying new performance support needs, or it could be sharing new solutions.

The American Society for Training and Development (ASTD) Competency Model (Appendix B) was originally published in 2004 and was revised in 2011 to reflect a focus on social learning. The model was built using a data-driven approach, drawing content from “past ASTD studies, more than 100 articles, competency research studies, and more than 100 subject matter experts” (ASTD 2004:1-2). The data was then rated by more than 2,000 practitioners for importance to their current jobs. Three knowledge and skill areas are included in the model including competencies (clusters of knowledge, skills, abilities, and behaviors necessary for job success), areas of professional expertise (specific knowledge required for success in specialty areas), and roles (duties within a position that require a combination of competencies).

## Learning Organizations

Correctional organizations face unique and complex challenges including increasingly limited resources, changes in the type and number of inmates, and loss of organizational knowledge and changes in staff characteristics as younger generations replace retiring staff. Senge et al. (2004:8) note that, “even as conditions in the world change dramatically, most businesses, governments, schools, and other large organizations continue to take the same kinds of institutional actions that they always have.”

According to Argyris and Schön (1978:2-3), single loop learning occurs when an organization responds to a challenge or problem without questioning the values, goals, plans, or rules that led to the challenge in the first place. “Single loop learning is like a thermostat that learns when it is too hot or too cold and turns the heat on or off.” The alternative

*“By valuing continuous improvement, a learning organization can define where it wants to go and systematically identify the steps to get there, using the principles and practices of continuous learning.”*

*Michael Austin  
Milton and Florence Krenz Mack Distinguished  
Professor of Nonprofit Management University  
of California, Berkeley*

response is double loop learning: “learning that occurs when error is detected and corrected in ways that involve the modification of an organization’s underlying norms, policies, and objectives.” Using the thermostat analogy, the thermostat would question what led to the rise or fall in temperature before taking action.

Senge suggests that there are five disciplines essential for an organization to grow into a learning organization. Those five disciplines are;

- 1) Systems thinking – understanding how the pieces of the organization inter-relate;
- 2) Personal mastery – not just doing things right, not just doing the right thing, but understanding what you’re doing and getting results;
- 3) Mental models – awareness of and understanding that people have mental maps, internal pictures and images, that shape thinking, action, and beliefs and that these mental models may need to be challenged;

- 4) Shared vision – when knowledge and learning are present throughout the organization, not just at the top, the middle, or with one group; and
- 5) Team learning – sharing knowledge for the betterment of the entire organization.

Garvin (2000) advances that in order for an organization to achieve the five disciplines, an organization must practice these five functions; 1) information gathering and problem solving, 2) experimentation, 3) learning from the past, 4) learning from promising practices, and 5) transferring knowledge.

Austin (2008:571) advances that agencies open to learning and developing themselves are more responsive to their service environment, and that “innovation can thrive in a culture of learning where processes are continually reviewed (i.e., what can we learn from this and what can we do better or differently?).” Quoting Schein, Austin (2008:573) puts forward that organizational learning does not happen until “leaders become learners themselves” and become models for others to follow. Along these same lines, Vaughan (2008:23) advances that the culture of a workplace and the way that learning is supported in a workplace will determine what can be learned and how it is learned.

By definition, an organization never crosses the finish line in its quest to become a learning organization. The organization can, however, display the characteristics indicative of a learning organization, one that provides continuous learning opportunities, uses learning to reach goals, links individual performance to organization performance, provides a safe environment for sharing and risk taking, embraces creative tension as a source of energy, and generates learning opportunities in anticipation of a different tomorrow.

## **Instructional Design**

In 1973, in response to the need to improve Army training, the U.S. Department of Defense commissioned the Center for Performance Technology at Florida State University to develop procedures for the development and delivery of training. These procedures evolved into a model called Interservice Procedures for Instructional Systems Design. The phases of the instructional design model included analysis, design, development, implementation, and control. The control phase was later renamed evaluation and gave rise to the well-known acronym ADDIE.

Instructional Design (ID) is a blueprint to be used as a guide when drafting instructional components and delivery methods. The process includes gathering data as to target audience, performance objectives, performance outcomes, and an evaluation plan. Sink (2008) advocates that design calls for an “eclectic approach” where the designer must select the best practices from multiple theories in order to create the desired results. During development, designers should ensure that the course follows adult learning theory, is learner-centered, and helps the learner reach the goal of training.

Van Dam (2012) reports that a meta-analysis of 355 studies revealed the most important factor in knowledge retention to be the quality of the learning design rather than the delivery method. Mager (2008) states that the development process of effective “learner-efficient instruction” will result in not only

*“Because learning is a natural human activity, some say that designing learning is natural, too. Good design is neither natural nor easy...A good designer is a multidisciplinary practitioner.”*

*Melinda Jackson Director of  
Instructional Design Enspire  
learning*

instructional materials for the trainer but also skill checks with which to measure competence and performance aids for the learner during the learning process as well as for on-the-job application. When done right, the design and delivery process will account for both retention and transfer upon return to work.

A meta-analysis of instructional design studies by Kenny et al. in 2005 revealed a definitive skill set for instructional designers. Those most applied include communication skills, knowledge of instructional design models, problem-solving skills, decision-making skills, and technology skills. Citing this meta-analysis, Jackson (2008:39) suggests that “the experienced ID practitioner brings the toolset and the proper skill set to designing the right experience for the right learners in the right context with the right content supported by the right motivational and engagement strategies to support the right learning outcomes.”

Of course, development of a course may not always be the answer. Mager (2008:176) points out that “one ought not be wedded to the development dance when simpler more direct avenues for facilitating desired performance are available. For example, interventions such as job aids, well-designed operations manuals...and simple permission to perform all can facilitate desired performance without resorting to formal training.”

There are 21 design models listed on [www.instructionaldesign.org/models/index.html](http://www.instructionaldesign.org/models/index.html). Whatever model one uses, the key is fidelity to the model. Criteria for measurement should be developed during the design phase and conducting a transfer evaluation should be an essential activity of the evaluation phase.

## Program Design

Wick, Pollock and Jefferson (2010) postulate that in the end, agencies invest in learning for one reason: performance. Enhanced performance of the individual leads to enhanced performance of the organization whether it's in more efficient task completion or better retention. The effectiveness of a learning initiative should be gauged by its impact on the agency. To this end, learning programs should incorporate business outcomes into their design.

Business outcomes specify what learners will do on the job and how that behavior will benefit the agency. Traditional learning objectives are generally measured at the end of an event and focus on abilities. Business outcomes are generally measured on the job and focus on behavior and performance. Examples of business outcomes (versus learning objectives) are increasing productivity, reducing the number of injuries on the job, and higher retention rates.

Wick et al. (2010) state that while course design is vital, what comes before and after the learning event is as important as the event itself. They go on to recommend a before, during, and after paradigm in order to focus on learning as an experience rather than an event. The process includes four phases of learning: preparation, learning, transfer, and achievement.



Preparation should include the selection of the right people for the right course, meaningful preparatory work, pre-program meeting(s) between participants and their supervisors, and the provision of a program overview to the participant's supervisor. In addition to the actual course, the learning phase should include the use of preparatory learning, links to expected outcomes and relevance, practice with supervision and feedback, and a process check (end of course evaluation). The transfer phase includes performance support resources, supervisor involvement, and accountability. The achievement phase should include recognition and assessment.

*"Ineffective training is a huge waste of organizational time and resources."*

*Melinda Jackson Director of Instructional Design Enspire learning*

## **Methods/Modality**

The key findings from a 2010 meta-analysis and review of online learning by the U.S. Department of Education indicated that learning outcomes from online students modestly exceeded those of students receiving face-to-face instruction. Further findings indicated that blended learning was more effective than purely online instruction and instructor-directed or collaborative study provided better outcomes than independent study. The study results also indicate that online learning appears to be effective across content and learner types.

After reviewing 30 years of literature on virtual learning, Brookshire, Lybarger, and Keane (2010) offer the following conclusions: there are multiple benefits to the employee including flexibility and control, the ability to take extra time as necessary, and a safe learning environment. Benefits to the employer include cost effectiveness, ability to reach larger numbers of staff, consistency in content, detailed tracking, and attractiveness to employees. Benefits that apply to both learner and agency include current and relevant content, shorter delivery times and less interference with time on the job. They further conclude that research has identified that the blending of learning- a combination of virtual and face-to-face training – enhances the probability of success.

It is important to note that as with other delivery modalities, design is essential to meet the needs of multiple learning styles, assessment is vital, and learner characteristics and workplace environment will affect outcomes.

## Transfer

Experts generally agree that typical levels of transfer of learning from classroom to the job range from 10 to 30 percent. In a review of the available research, Broad and Phillips (1997) found that as little as 15 percent of content is still being applied by learners a year after the learning event. What contributes to such low application? Broad and Phillips (1997:8) state that beginning in 1957 with Mosel, multiple studies (Rouiller and Goldstein 1993, Boothman and Feldstein 1989-1993, Brinkerhoff and Montesino 1995, Xiao 1996) have reinforced the concept that “it is the top management, through the organizational climate or reward structure it creates, that is really doing the training, regardless of what the training staff does. The training administered by the training staff ‘sticks’ only if it coincides with what top management is teaching every day.”

Broad and Newstrom (1992) identified nine barriers to transfer as perceived by trainees. Of the nine, most were related to organizational leadership and culture. The barriers included interference in work environment, lack of enforcement on the job, non-supportive organizational structure, perceived impracticality of the training, perceived irrelevance of the training, discomfort with change, lack of trainer follow-up after training, poor training design and/or delivery, and peer pressure against change.

***“Trainers cannot leave to chance the transfer to the workplace of their students’ skills and knowledge; they must build strategies aimed at encouraging transfer into their course designs.”***

***Linda Smith Rutledge  
Central Intelligence Agency***

Wick et al. (2010) offer that failure of transfer is attributable to all parties involved. Designers fail to incorporate assessment and tracking mechanisms. Management sets unclear or conflicting priorities and fails to hold staff accountable to application of learning. Learning participants have weak or no

goals, are not motivated, and have low expectations. Supervisors are not engaged, don’t provide the opportunity for employees to apply new skills or knowledge or fail to provide feedback when new skills are applied. Additionally, peer pressure, lack of support from the training department, lack of follow up, and lack of action plans contribute to failure to transfer. According to Wick, learning professionals and supervisory staff share the burden for the success or failure of learning programs. Even if the training is a success, if there is no transfer, the training has failed.

Broad (1982) identified five critical dimensions of management support including involvement of upper management in program design and transfer expectations, pre-training preparation, support during training, linkage of training content to job performance, and follow-up support in relationship to investment in the training.

After a thorough review of the available literature and research, Russ-Eft (2002) developed a taxonomy for workplace learning and transfer. This typology identifies pre-training elements, training design elements, and post-training elements as well as work environment elements that correlate to trainee efficacy. She states that situational elements including supervisor support, supervisor sanction, workload, opportunity to use new skills and knowledge, and peer support affect workplace learning and transfer. Additionally, training design elements such as practice, overlearning, and goal setting (among others) have been shown to increase workplace transfer of acquired skills and knowledge and to improve performance.

Wick et al. (2010) propose that the real work begins when the class ends. And while there is no magic bullet to solve the transfer issue, there are strategies and tactics that can enhance learning transfer. It is also important to remember that without transfer, training itself actually increases cost and lowers productivity.

## Assessment

Often times, our measures of success are quantitative (how many people trained, how many hours, how many course offerings) or we rely upon participant feedback to gauge our effectiveness. Rothwell (2005:273) points out that “evaluating training by measuring

***“Results are the last thing to evaluate, but the first thing to consider when planning a training program.”***

***Donald Kirkpatrick  
Professor Emeritus  
University of Wisconsin***

participant reactions is easy, fast, and inexpensive. Unfortunately...the results focus on participant likes and dislikes rather than on the training’s job-related or organizationally related impact. Participants may ‘like’ useless but entertaining training and ‘dislike’ boring but useful training.”

Relying on participant feedback is a limited approach but not one that needs to be abandoned altogether: happy learners will share positive experiences back on the job. But how can we move from measuring activity levels to measuring results. How can we determine the impact of our learning programs on organizational objectives such as increased employee retention, reduced offender recidivism, critical incidences and use of force?

Julia Aucoin (2012) advances that evaluation is a process, derived from a model, and designed by educators such as Donald Kirkpatrick, Roberta Straessle Abruzzesse, and Daniel Shufflebeam. The process should involve content evaluation (testing and demonstration), outcome evaluation (changes in behavior), and impact evaluation (organizational improvement). Strategies for addressing each element of the evaluation process should be identified during the planning and design phase of learning.

Many agencies are familiar with and may be using the Kirkpatrick Model for Measuring Effectiveness. The model consists of four measurements, commonly referred to as Level 1, Level 2, Level 3, and Level 4. Kirkpatrick himself (2008:486) refers to the four measurements as reaction (a measure of satisfaction of the participants who attended the program); learning (the extent to which participants increased their knowledge, learned or improved present skills, or changed their attitudes); behavior (the extent to which participants applied what they learned when they returned to their jobs); and results (the improvement of morale, reduction in turnover, and any other benefits that came from attending the program).

Most agencies find that measuring at the higher levels (behavior and results) is difficult, costly, and time consuming. Wick et al. (2010:28) remind us of the importance of making the effort: “if the positive effects of learning and development cannot be measured, then presumably neither can the negative effects of reducing or eliminating it. Failure to routinely document the...value of training and development undoubtedly contributes to the practice of making training budgets among the first to be cut in periods of belt tightening.”

## How Can We Make and Promote Change?

As an industry, our challenge is to synthesize and integrate a vast knowledge base about human physiology (the brain), psychology (the mind), and philosophy (the heart) into effective learning and performance practices. We hope by now that you are pondering the possibilities for your own agencies and formulating thoughts about where to begin.

Change is not easy to make and very difficult to sustain; however, we are confident that with concerted and continued effort we can transform from an agency that trains staff to one that enhances human performance. To quote Peter Drucker, “The best way to predict the future is to create it.” By developing this vision for our future, we have begun to create it. Assessing our agency leadership and culture will be imperative for success.

*“If change is to be successful, it must in turn be aligned with the organization’s mission, strategy, and goals and carried out with due attention to comparisons between desired and actual performance.”*

*William Rothwell  
Professor of Workforce Education and  
Development  
Pennsylvania State University*

In his book *Beyond Training and Development*, William Rothwell (2005:61) articulated the following transformation steps:

- Make the case for change with trainers and stakeholders.
- Build awareness of the possibilities.
- Assess and build support for change.
- Create a flexible roadmap for change.
- Build competencies keyed to the change effort.
- Communicate the need for change.
- Train people to think like HPE professionals.

We consider this paper the first step in our transformation. Our next steps include strategic planning sessions, ongoing professional development of staff to build competency and implementation of key initiatives beginning fiscal year 2013 including the following:

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- The update and revision of the trainer development series including “Training Design and Development,” “Foundation Skills for Trainers,” “Building Agency Success: Developing an Effective FTO/OJT Training Program,” and “Training for Training Directors.” Lesson plans will be examined to ensure that the instructional design and content are evidence-based.
- Development of a competency model for correctional learning leaders including administrators, facilitators, adjunct instructors, and subject matter experts. The model will include profiles, critical competencies, the skills required to use and develop the competencies, and the behaviors that reflect the core competencies.
- Development of a series of “How To” lesson plans for each of the areas identified as critical to success including research and benchmarking, instructional design, the incorporation of technology into learning programs, and assessment.

Additionally, we will continue to:

- recruit and develop regional field coordinators and technical resource providers based on demonstrated competency and professionalism; bring industry thought leaders to your desktops via webinar through our Learning Administrators Virtual Community; explore emerging technology, theory, and practices including gamification, Web 3.0, and mobile learning;
- update our E-course catalog through the NIC Learning Center, making those courses available to the field for their own learning management systems when feasible; and
- collect and disseminate current, relevant content regarding learning through our Library and Information Center.

## Want More?

This paper has focused on the “What.” The “How” is a vast body of knowledge available in multiple formats and we encourage you to begin exploration today. We invite you to begin with the resources used to develop this paper. Additionally, the following resources are available to you:

- **The Workplace Learning Annotated Bibliography**

Over seventy annotated citations are grouped according to what workplace learning is, its importance, how to implement it, and how workplace learning has been implemented. Available at <http://static.nicic.gov/Library/024728.pdf>

- **Library and Information Help Desk**

The Robert J. Kutak Memorial Library is a specialized collection of over 18,000 corrections-related resources. The focus of the collection is on unpublished, operationally-oriented resources developed by correctional agencies for use by practitioners in the field. The collection includes items such as policies, procedural manuals, reports, newsletters, and training materials. The library also collects published materials on correctional topics and serves as a distribution center and archive for NIC publications. Almost one-third of the library's materials are available through our online library. The library also provides research support to corrections practitioners through the Online Help Desk. For access to the full collection and live onsite Information Experts, contact the Information Help Desk at <http://info.nicic.gov/Custom/Ask.aspx#>

- **Online Community**

NIC manages and supports a community for corrections professionals to share information, ask questions, and work together online. Public and private forums facilitate discussion on correctional topics. NIC also maintains blogs which are used to share information about NIC activities, announce opportunities, and solicit feedback from the field. Membership is free. Available at <http://community.nicic.gov/user/CreateUser.aspx>

- **NIC Learning Center**

NIC currently offers classroom training, Virtual Instructor Led Training (VILT), and self-paced e-courses that you can access online any time, any place. Access is available to corrections learning professionals. Available at <http://nic.learn.com>

- **NIC Frontline Learning Center**

NIC is offering the [Frontline Learning Center](#) to correctional officers, detention officers, probation and parole officers, reentry specialists, correctional health professionals, and other correctional line staff. There are currently over 70 e-courses available in corrections topics, communication, ethics, team skills, and leadership.

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## Appendix A – Theoretical Models and Implications for Learning Programs

### Behaviorism

- learner is passive recipient
- break information down into small steps
- frequent practice and reinforcement

### Cognitive Theory

- learner is active processor
- embed transfer cues in content
- provide a variety of examples

### Schema Theory

- learner's background knowledge influences learning
- active, involved learners critical to success

### Social Learning

- model behavior
- change in behavior is not necessarily accompanied by change in knowledge or attitude

### Andragogy

- instruction should match learner needs
- delivery should include individual tasks, group work, critical reflection

### Social Perspective

- environment shapes learning
- learners need opportunity to interact with peers and those more experienced and/or skilled

### Connectionist Theories

- Knowledge should be chunked to reduce cognitive load

### Situated Cognition

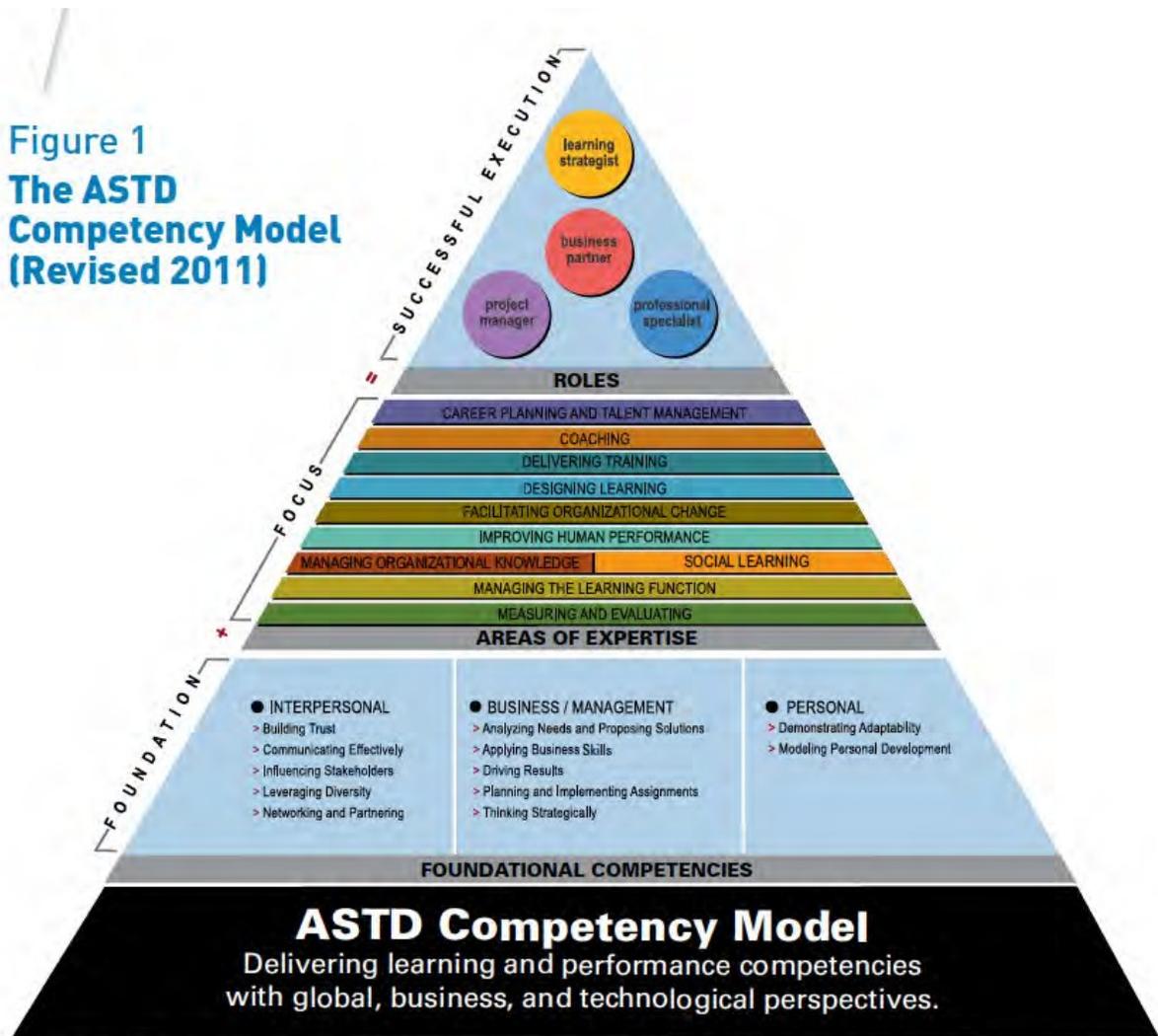
- use problem solving activities to facilitate mental models
- utilize realistic scenarios and group problem solving
- support for learners via coaching

### Organizational Learning Theory

- Larger groups can learn and solve problems as a unit

Adapted from Table 9.1 “Training implications from specific learning theories” as published in *The SAGE Handbook of Workplace Learning* Chapter 9 “Towards A Meta-Theory of Learning and Performance” pp. 124-125

## Appendix B – ASTD Competency Model\*



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## Appendix C – Glossary of Terms

**Adult Learning:** “A term that encompasses the collective theories and principles of how adults learn and acquire knowledge.” (Biech 2008:862)

**Andragogy:** “The adult learning theory popularized by Malcolm Knowles...based on five key principles that influence how adults learn: self-concept, prior experience, readiness to learn, orientation to learning, and motivation to learn.” (Biech 2008:862) A sixth principle, the adult learner’s need to know, was added in more recent years (Knowles et al. 2011)

**Assessment:** “focuses on learning, teaching, and outcomes...provides information for improving learning and teaching; process oriented.” (Duke University 2012); “The process used to systematically appraise a learner’s skill or knowledge level.” (Biech 2008:863)

**Benchmarking:** “\*A+ careful search for excellence – taking the absolute best as a standard and trying to surpass that standard.” (Manning and Curtis 2009:396)

**Best practices:** “method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark.” (Wikipedia)

**Blended learning:** “using the best delivery methodologies available for a specific objective, including online, classroom-based instruction, electronic performance support, paper-based, and formalized or informal on-the-job solutions.” (Hofmann and Miner 2008:28)

**Breakthrough learning:** a sudden advance in knowledge or comprehension.

**Community of Practice:** “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.” (Wenger, McDermott, and Snyder 2002:4)

**Competency:** “Observable behavior that is based on specific knowledge, skills, and attitudes that relate to performance.” (Biech 2008:866)

**Double-Loop Learning:** “learning that occurs when error is detected and corrected in ways that involve the modification of an organization’s underlying norms, policies, and objectives.” (Argyris and Schön 1978:2-3)

**E-Learning:** “Term used to describe a structured learning environment in which the training or instruction is delivered electronically.” (ASTD 2011:4)

**Evaluation:** “focuses on grades and may reflect classroom components other than course content and mastery level; product oriented.” (Duke University 2012): “A multi-level, systematic method used for gathering information about the effectiveness and impact of training programs.” (Biech 2008:869)

**Evidence-based practices:** “a process for making decisions...the intentional and unbiased use of the best evidence available to make policy- and individual-level decisions...a process to make decisions rooted in evidence.” (Pretrial Justice Institute 2011:22)

**Formal learning:** “learning in which both the learning goals and learning methods are chosen by an outside person or entity.” (Walden, Bryan, and Ramlall 2011:3)

**Human performance enhancement (HPE):** “the field focused on systematically and holistically improving present and future work results achieved by people in organizational settings.” (Rothwell 2005: 36)

**Human resources development (HRD):** “the integrated use of training use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness.” (McLagan 1989:77)

**Incidental Learning:** informal learning accomplished without intention by the learner even though the learner is aware of the learning situation. (Schugurensky 2000)

**Informal learning:** “learning in which the learner individually chooses both the learning goals and the learning methods.” (Walden, Bryan, and Ramlall 2011:3)

**KSA:** “Knowledge (cognitive), skills (psychomotor), and attitudes (affective) are the three objective domains of learning defined by Benjamin Bloom’s taxonomy in the 1950s.” (Biech 2008:874)

**L&D:** Learning and Development

**Leadership:** “the art of mobilizing others to want to struggle for shared aspirations.” (Kouzes and Posner 1995:30)

**Learning:** “a process that involves the perceiving and processing of information; taking in information, reflecting on that information, and acting on those judgments.” (McCarthy and Blackwell 2007:vii)

**Learning organization:** an organization “skilled at creating, acquiring, interpreting, transferring, and retaining knowledge, and at purposefully modifying its behavior to reflect new knowledge and insights.” (Garvin 2000:78)

**Learning style:** “Individual differences regarding how learners benefit from specific learning environments. Some of the more common learning styles include visual, auditory, and kinesthetic learners, they Myer’s Briggs Inventory, and Kolb learning styles.” (Clark 2010:256)

**Meta-Analysis:** statistical analysis of a collection of studies.

**Organizational Learning:** “learning whereby the entire organization is the unit of change. Therefore, ...about increasing the entire organization’s capacity to fulfill its purpose more effectively.” (Ober 2006:186-187)

**Pedagogy:** “The function or work of learning where the focus is on what the instructor does as opposed to what the participants do; usually refers to teaching children.” (Biech 2008:878)

**Performance Support Activities:** “includes job aids, supporting employee-generated content, and sharing useful external resources.” (Hart 2012:7)

**Performance Support Services:** “focus on providing access to and supporting use of a range of resources (content and people) for performance improvement.” (Hart 2012:7)

**Self-directed Learning:** informal learning that is both intentional and accomplished by an aware learner. (Schugurensky 2000)

**Single-Loop Learning:** “When the error detected and corrected permits the organization to carry on its present policies or achieve its present objectives.” (Argyris and Schön 1978:2-3)

**Social Learning:** “Learning with and from others.” (ASTD 2011:3)

**Social Media:** “A set of Internet-based technologies designed to be used by three or more people.” (ASTD 2011:3)

**Tacit Learning (Socialization):** informal learning that takes place even though the learner is both unintentional and is unaware of the learning situation. (Schugurensky 2000)

**Training:** “a process designed to assist an individual to learn new skills, knowledge, or attitudes.” (Biech 2005:8)

**Transfer of learning:** “The effective and continuing application by learners – to their performance of jobs or other individual, organizational, or community responsibilities – of knowledge and skills gained in learning activities.” (Broad and Phillips 1997:2)

**Virtual Learning:** “learning that is delivered through information technology and that uses this technology to permit interaction among...instructors and learners.” (Brookshire, Lybarger, and Keane 2011:332)

**Web 2.0:** the shift in the Web from a “medium in which information was transmitted and consumed, into being a platform, in which content was created, shared, remixed, repurposed, and passed along.” (Downes 2005)

**Workplace Learning and Performance (WLP):** “the integrated use of learning and other interventions for the purpose of improving individual and organizational performance.” (Rothwell, Sanders, and Soper 1999)



## Needs Assessment



## **Comprehensive Corrections Field Training Needs Assessment**

### **For your consideration:**

What do you see coming your way that your agency may not be prepared for?

What will your workforce look like in 5 years? 10 years? 20 years?

What roadblocks you want to tackle?

What are your professional development needs?

What are your agency's needs?



# Needs Assessment

General Session



# Let's Ponder...

- **Vision & Mission?**
- **Who else is involved?**
- **Improvements in technology?**
- **Ever re-invented the wheel? Why?**



## Let's ponder...

- Who belongs to a professional organization?
- NIC's website?
- Required training?
- Co-hosted?
- Read **Corrections Learning and Performance: A Vision for the 21<sup>st</sup> Century?**

# Corrections L & P - Key Findings

- 60-80% of learning takes place outside of formal contexts.
- We must consider design, learner characteristics, context, content, and motivational/engagement strategies.
- Quality of learning design most important.
- Online learning is effective; blended & collaborative learning most effective in distance learning.
- Move from measuring training activity to measuring learning results.

# Corrections L & P - Questions

- Development and retention?
- Embrace technology & implement effective learning strategies?
- Fiscal restrictions?
- Become learning and performance rather than training organization?

# Who, What, When, Where, Why, & How

- Who are we talking about?
- What are we talking about?
- When are we going to do this?



# Who, What, When, Where, Why, & How



- Where?
- Why are we doing this?
- How are we going to do this?

# Break-Out Sessions



## Five Break-Out Sessions:

Professionals

By Learning Category

By Rank

By Agency Type

Large Group

# Break-Out Session #1

- **L & P Preparation/Continuing Education**
  - How prepared are you to do your job?
  - New technology & advances in the field.
  - How are you kept up to date?
  - What resources used?
  - Type of training received?

Top 5 things each needs to be prepared, including challenges and opportunities:

New L & P staff

1-5 years experience

5+ years experience

# To get you to Break-Out Session #1

- What do you believe is the top need in the correctional learning and performance field?
- **Blue**: Room 1A21, Arapahoe
- **Green**: Room 1A20, Aspen
- **Yellow**: Room 2A05, Durango
- **White**: Room 2B80, Keystone
- **Peach**: Room 2B52, Powderhorn

## Breakout Session: Needs Assessment

### Needs Assessment: Break Out Session #1

**Recorder:** After group discussion, record group consensus of top 5 needs in each area, including challenges and innovations.

<b>New Trainer:</b>	<b>Challenges:</b>	<b>Innovations:</b>
Top 1:		
Top 2:		
Top 3:		
Top 4:		
Top 5:		

<b>Trainer with 1-5 years experience:</b>	<b>Challenges:</b>	<b>Innovations:</b>
Top 1:		
Top 2:		
Top 3:		
Top 4:		
Top 5:		

<b>Trainer with 5+ years experience :</b>	<b>Challenges:</b>	<b>Innovations:</b>
Top 1:		
Top 2:		
Top 3:		
Top 4:		
Top 5:		

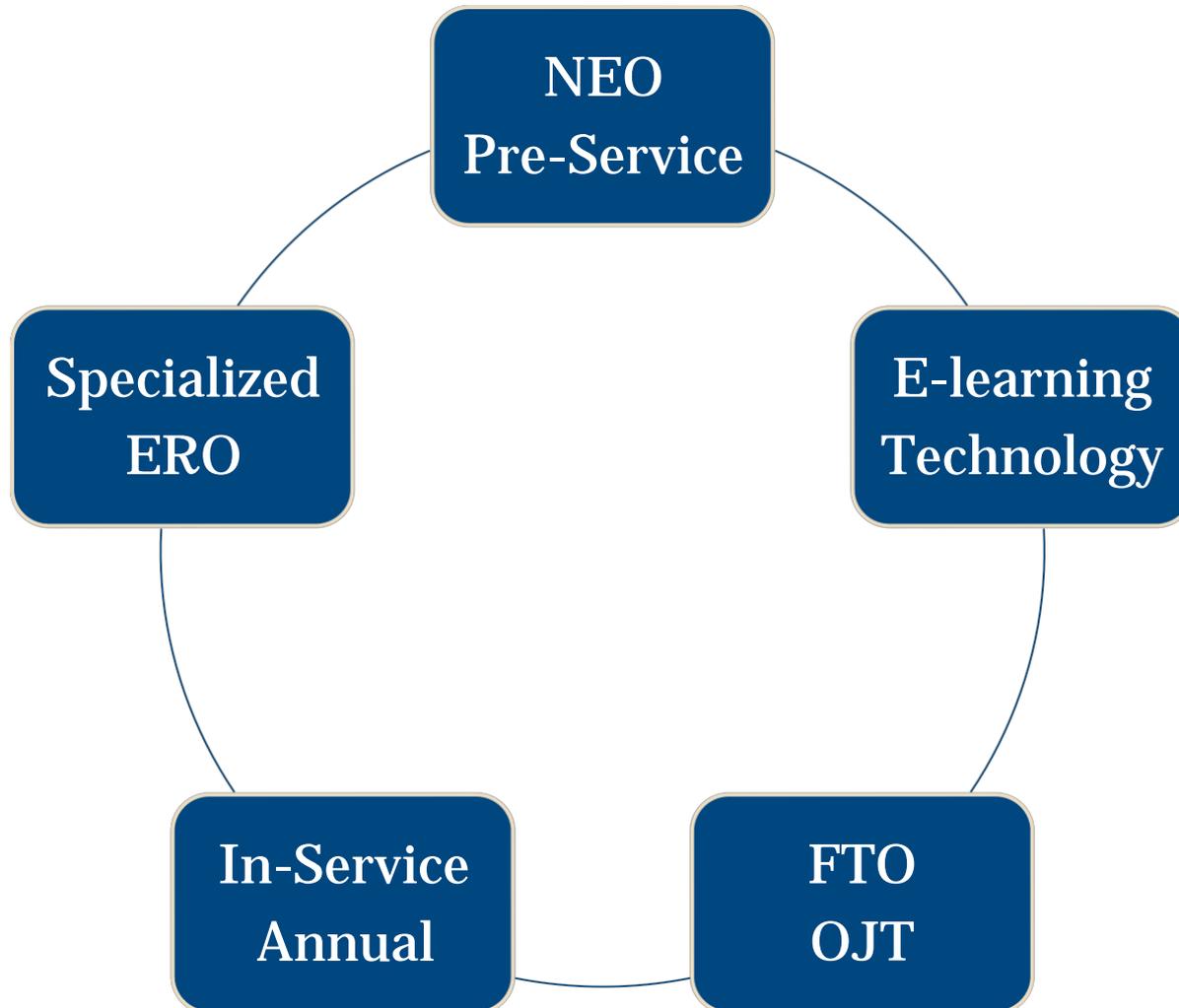


# Needs Assessment



BreakOut Session #2

# By Learning Category



# Break-Out Session #2

- **By Learning Category**
  - What are the challenges?
  - How can we overcome challenges?
  - What are the opportunities?
  - What do we need to move toward becoming a L&P agency?

**Top 5 needs by Learning Category:**  
5 opportunities for innovation.

## To get you to Break-Out Session #2

- **NEO/Pre-Service: Room 1A21, Arapahoe**
- **E-learning/Technology: Room 1A20, Aspen**
- **FTO/OJT: Room 2A05, Durango**
- **In-Service: Room 2B80, Keystone**
- **Specialized/ERO: Room 2B52, Powderhorn**

## Breakout Session: Needs Assessment

### Needs Assessment: Break Out Session #2

**Recorder:** After group discussion, record group consensus on the top 5 opportunities for innovation for the assigned staff learning category.

**Staff Learning Category:** \_\_\_\_\_

Top 1:

Top 2:

Top 3:

Top 4:

Top 5:



# Needs Assessment



## Break Out Session #3

# By Rank



# Break-Out Session #3

- **By Rank**

- What does the agency need from this rank?
- What do the staff in this rank need?
- What do we need to move toward becoming a L&P agency?

## **Top 5 needs by Rank:**

5 Needs and how to deliver each.

# To get you to Break-Out Session #3

- One: Room 1A21, Arapahoe (Administrative)
- Two: Room 1A20, Aspen (Custody)
- Three: Room 2A05, Durango (Support)
- Four: Room 2B80, Keystone (Program)
- Five: Room 2B52, Powderhorn (Mid-Managers)

## Breakout Session: Needs Assessment

### Needs Assessment: Break Out Session #3

**Recorder:** After group discussion, record group consensus on the top 5 needs and describe how to deliver each (the innovation) for the assigned staff rank.

**Staff Rank:** \_\_\_\_\_

Top 1:

Top 2:

Top 3:

Top 4:

Top 5:



# Needs Assessment



BreakOut Session #4

# By Agency Type

Adult Jail

Adult  
Prison

Community

- Probation
- Parole
- Work Release

Juvenile

# Break-Out Session #4

- **By Agency Type**
  - **Brainstorm global needs.**
    - Resource Sharing? Inter-agency? Technology?
    - E-learning? Obtaining grants?
  - **What's possible?**
  - **What do we need to move toward becoming a L&P agency?**

## **Top 5 needs by Agency Type:**

**5 global needs and how to accomplish each.**

# To get you to Break-Out Session #4

- Adult Jail: Room 1A21, Arapahoe
- Adult Prison: Vail (here)
- Community: Room 2B80, Keystone
- Juvenile: Room 2B52, Powderhorn

# Breakout Session: Needs Assessment

## Needs Assessment: Break Out Session #4

**Recorder:** After group discussion, record group consensus on the top 5 global needs in learning and performance and describe how to deliver each.

**Agency Type:** \_\_\_\_\_

Top 1:
Top 2:
Top 3:
Top 4:
Top 5:



# Needs Assessment



BreakOut Session #5

## Top 10 inno particular order...

- **Innovation in Training Delivery**
- **Collaboration/Resource-sharing/  
Partnerships/Net-working**
- **Learning and Performance Measurement**
- **Culture Shift/Buy-in/Support**
- **Retention and Succession**

## Top 10 inno particular order...

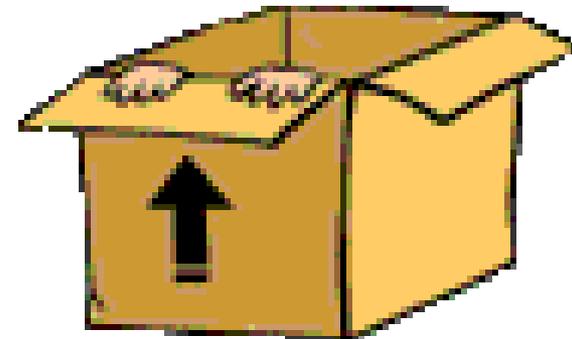
- Quality T4T for L&P
- Quality on-going Training for L&P Professionals
- Curriculum Development
- Mentoring/Coaching
- Correctional Professional training

# Table Discussion

- Initial thoughts?
- How will these top 10 impact on your agency?
- How will these help you to move toward becoming a learning and performance agency?

# #11??

- A #11 on a top 10 list??
- 11: Out of the Box L&P idea!



# Break-Out Session #5

- **By Large Group**
  - Consider the top 10 and out of the box category.
  - What do we need to move toward becoming a L&P agency?
  - Pick your top 3 for you/your agency.
  - Individually brainstorm out of the box.
  - On Post-It, write how can we best accomplish each one. Be detailed!
  - Attach Post-It to your selections.

**Top 3 needs & out of the box idea:**  
Be thorough!



## Comprehensive Corrections Field Training Needs Assessment

### Takeaways



# Needs Assessment



Debrief

Wow!

**Top 10 in ranked order:**

- #10: Quality T4T for L&P
- #9: Correctional Professional training
- #8: Quality on-going Training for L&P Professionals

- **#7: Learning and Performance Measurement**
- **#6: Curriculum Development**
- **#5: Collaboration/Resource-sharing/  
Partnerships/Net-working**
- **#3 (tie): Culture Shift/Buy-in/Support**

- **#3 (tie): Retention and Succession**
- **#2: Mentoring/Coaching**
- **#1: Innovation in Training Delivery**
- **#11: Out of the Box!**

# Overview

- 1 Innovation in Training Delivery
- 2 Mentoring/Coaching
- 3 Retention and Succession
- 3 Culture Shift/Buy-in/Support
- 5 Collaboration/Resource-sharing/  
Partnerships/Net-working
- 6 Curriculum Development
- 7 Learning and Performance Measurement
- 8 Quality on-going Training for L&P Professionals
- 9 Correctional Professional training
- 10 Quality T4T for L&P



Innovation Session



## Innovation Session

### **Innovation: Professional Development Series**

**Presenters:**

Barbara A. Collins, Haines Centre for Strategic Management  
Michael Guevara, Correctional Program Specialist, National Institute of Corrections,  
Academy Division

**Key Content Points:**

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**New Ideas:**

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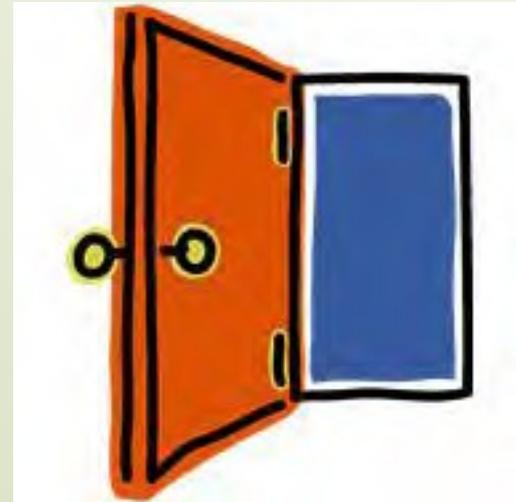
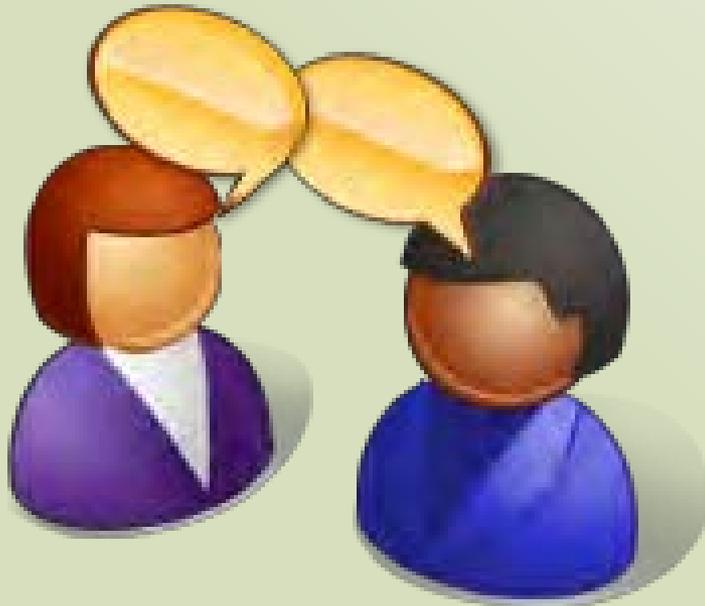
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# Introducing the NIC Learning & Performance Series

**1. Identify two learners to leave the room for 10-15 minutes**



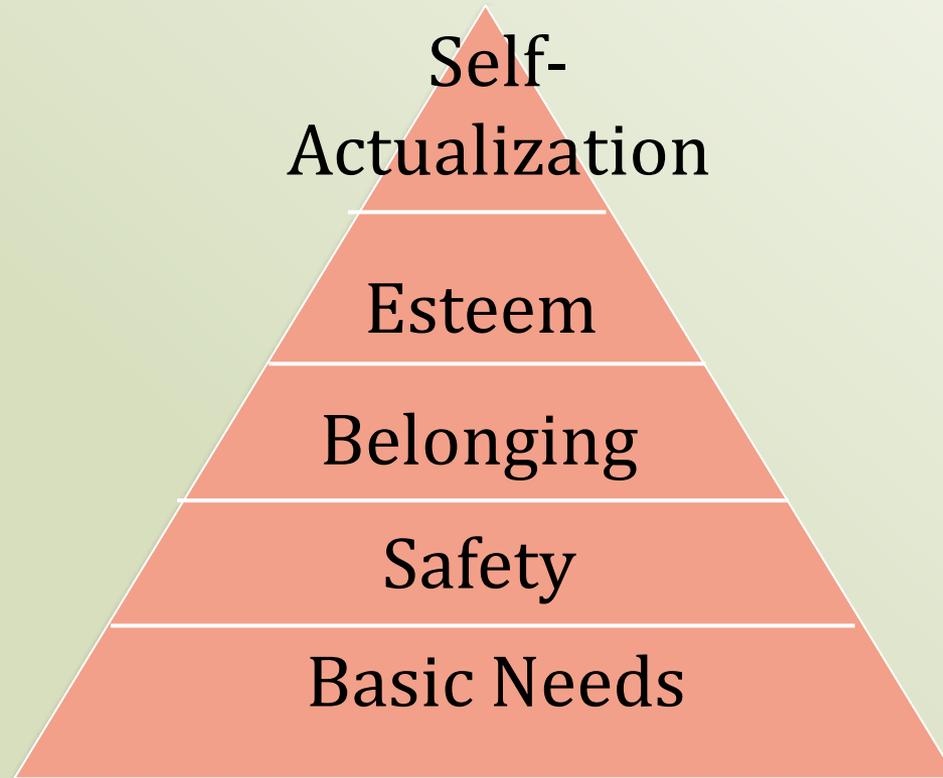


- 2. Identify a single topic or task that can be learned in 10 minutes.**
- 3. Write a simple Performance Objective**

- ◆ *Learners will tie an acceptable bowtie following the prescribed steps.*



- ◆ *Learners will explain and give a relevant example of one level of Maslow's Hierarchy.*



## Facilitators:

- ❖ Tell the learners their Performance Objective
- ❖ May suggest HOW they can learn it
- ❖ May NOT “teach” the content or show them how to do the task
- ❖ May provide support and encouragement, answer questions, provide feedback

## Learners:

- ❖ May use any resource to be found within this room
- ❖ Can work together on their task
- ❖ Must learn whatever is necessary
- ❖ Must demonstrate what they've learned by meeting the performance objective within 10-15 minutes.

# Observers:





Introducing the NIC  
*Learning &*  
Performance *Series*

# ATD Competencies

ATD Competency:	Learning Administrator	Learning Professional	Performance Coach (FTO)	Learning Designer
Managing Learning Programs	✓	✓	✓	
Training Delivery		✓	✓	
Coaching	✓	✓	✓	
Learning Technologies	✓	✓		✓
Knowledge Management	✓	✓		
Evaluating Learning Impact	✓	✓	✓	✓
Performance Improvement	✓	✓	✓	✓
Instructional Design				✓
Integrated Talent Mgt.	✓			
Change Management	✓			

# From “Trainer” to Learning Professional





# From “Trainer” to Learning Professional



# Themes



**VALUE TO THE ORGANIZATION**

# Themes



**COACHING**

# Themes



**Adult  
Learners**

**Learning  
Partners**

## **Download files:**

**Course Coordinator Guide to the Learning & Performance Series:**

**<http://www.scribd.com/doc/238321757/Course-Coordinator-Guide>**

**Preparing Others to Facilitate a Learning Experience: A T4T Template:**

**<http://www.scribd.com/doc/238321908/Training-for-Trainers-Template>**



Fee" 2 k by 9/12 to:

Barbara Co ins@HainesCentre.com



## Innovation Session

### **Innovation: Learning and Performance Competency Model**

**Presenters:**

Lance Anderson, Workforce Solutions Director, Global Skills Exchange (GSX) Corporation  
Megan Poore, Research and Workforce Analyst, Global Skills Exchange (GSX) Corporation  
Amanda Hall, Correctional Program Specialist, National Institute of Corrections, Academy Division

**Key Content Points:**

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**New Ideas:**

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## Core Competencies for Corrections Learning and Performance Professionals

NIC cooperative agreement award # 13AC09GKQ6

As NIC envisions its work with corrections learning professionals in the next ten years, we foresee multiple challenges that need to be addressed and explored including: a shift in roles, a shift in delivery methods, and a shift from training as an event to learning as a process. These shifts call for the development of a competency model that places the learning professional in a position to enhance the performance of their agency.

NIC has defined competency as a collection of knowledge, skills, attitudes, traits, and characteristics (KSACT) that are demonstrated through superior performance that optimizes organizational outcomes. Competencies are related not just to a job but to superior performance on a job. The competency model was developed in collaboration with and validated by corrections practitioners across jurisdictions and across disciplines. The model identifies the critical core competencies needed by learning professionals in specific roles as well as the behaviors that reflect proficiency in those competencies.

### Key Components

Role Profiles: responsibilities, competencies, and expected level of proficiency in the competencies

- Learning Administrator
- Learning Designer
- Learning Professional
- Adjunct Learning Professional
- Learner

Competencies: definition, associated KSACTs, relevant research, behavioral indicators, and tools and resources for further development

**Competency, KSACT, and Proficiency Level Matrix by Learning and Performance Professional Role**

<b>Competency (Competency Cluster)</b>	<b>KSACTs (Units of a Competency)</b>	<b>Expected Level of Proficiency by Role:</b>				
		<b>Learning Administrator</b>	<b>Learning Designer</b>	<b>Learning Professional</b>	<b>Adjunct Learning Professional</b>	<b>Learner</b>
Professionalism:	1. Integrity 2. Professional Development 3. Self-Awareness	Expert Expert Expert	Expert Expert Practitioner	Expert Expert Practitioner	Practitioner Practitioner Practitioner	Beginner Beginner Beginner
Leadership:	4. Adaptability 5. Change Management 6. Decision Making 7. Facilitate Learning Culture 8. Problem Solving 9. Team Development 10. Visioning	Expert Expert Expert Expert Expert Expert	Practitioner Practitioner Practitioner Expert Practitioner Practitioner	Practitioner Practitioner Practitioner Expert Practitioner Practitioner	Practitioner Practitioner Practitioner Practitioner Practitioner Practitioner	Beginner Beginner Beginner Beginner Beginner Beginner
Information Management:	11. Content Curation 12. Critical Thinking 13. Digital Literacy 14. Research 15. Organizational Literacy	Practitioner Expert Practitioner Practitioner Expert	Expert Practitioner Expert Expert Practitioner	Practitioner Practitioner Practitioner Practitioner Practitioner	Practitioner Practitioner Practitioner Practitioner Practitioner	Not Required Beginner Beginner Not Required Beginner
Communication:	16. Active Listening 17. Coaching 18. Feedback 19. Collaboration 20. Influencing Others 21. Interpersonal Skills 22. Motivating Others 23. Public Speaking 24. Questioning	Expert Expert Expert Expert Expert Expert Expert Expert	Practitioner Practitioner Expert Practitioner Practitioner Practitioner Practitioner Practitioner	Expert Practitioner Expert Practitioner Practitioner Expert Practitioner Expert Practitioner	Practitioner Practitioner Practitioner Practitioner Practitioner Practitioner Practitioner Practitioner	Beginner Not Required Beginner Beginner Beginner Beginner Beginner Not Required Beginner

**Competency, KSACT, and Proficiency Level Matrix by Learning and Performance Professional Role**

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		<b>Learning Administrator</b>	<b>Learning Designer</b>	<b>Learning Professional</b>	<b>Adjunct Learning Professional</b>	<b>Learner</b>
Learning and Performance:	25. Innovation	Expert	Expert	Practitioner	Practitioner	Not Required
	26. Learning Theory and Research	Practitioner	Expert	Practitioner	Practitioner	Not Required
	27. Learning Needs Analysis	Expert	Expert	Practitioner	Practitioner	Not Required
	28. Learning Delivery	Practitioner	Expert	Expert	Practitioner	Not Required
	29. Manage Learning Environment	Practitioner	Expert	Expert	Practitioner	Not Required
	30. Facilitate Learning Climate	Practitioner	Expert	Expert	Practitioner	Beginner
	31. Learning Design	Practitioner	Expert	Practitioner	Beginner	Not Required
	32. Learning Material Development	Practitioner	Expert	Practitioner	Practitioner	Not Required
	33. Assessment and Evaluation	Expert	Expert	Practitioner	Beginner	Not Required
	34. Leverage Learning Technology	Practitioner	Expert	Practitioner	Practitioner	Not Required
	35. Learning Architectures	Expert	Expert	Practitioner	Practitioner	Not Required
	36. Learning Methods and Strategies	Practitioner	Expert	Practitioner	Practitioner	Not Required
	37. Review and Edit Learning Materials	Practitioner	Expert	Practitioner	Practitioner	Not Required
	38. Legal and Regulatory Compliance	Expert	Practitioner	Practitioner	Practitioner	Not Required
	39. Quality Assurance	Expert	Expert	Practitioner	Practitioner	Not Required
Resource Management:	40. Auditing	Expert	Practitioner	Practitioner	Not Required	Not Required
	41. Budgeting	Expert	Practitioner	Not Required	Not Required	Not Required
	42. Hiring and Staffing	Expert	Not Required	Not Required	Not Required	Not Required

**Competency, KSACT, and Proficiency Level Matrix by Learning and Performance Professional Role**

<b>Competency (Competency Cluster)</b>	<b>KSACTs (Units of a Competency)</b>	<b><i>Expected Level of Proficiency by Role:</i></b>				
		<b>Learning Administrator</b>	<b>Learning Designer</b>	<b>Learning Professional</b>	<b>Adjunct Learning Professional</b>	<b>Learner</b>
	43. Time Management	Expert	Practitioner	Practitioner	Practitioner	Beginner
	44. Strategic Planning	Expert	Practitioner	Practitioner	Beginner	Not Required
	45. Strategic Thinking	Expert	Practitioner	Practitioner	Beginner	Not Required
	46. Project Management	Expert	Expert	Practitioner	Not Required	Not Required

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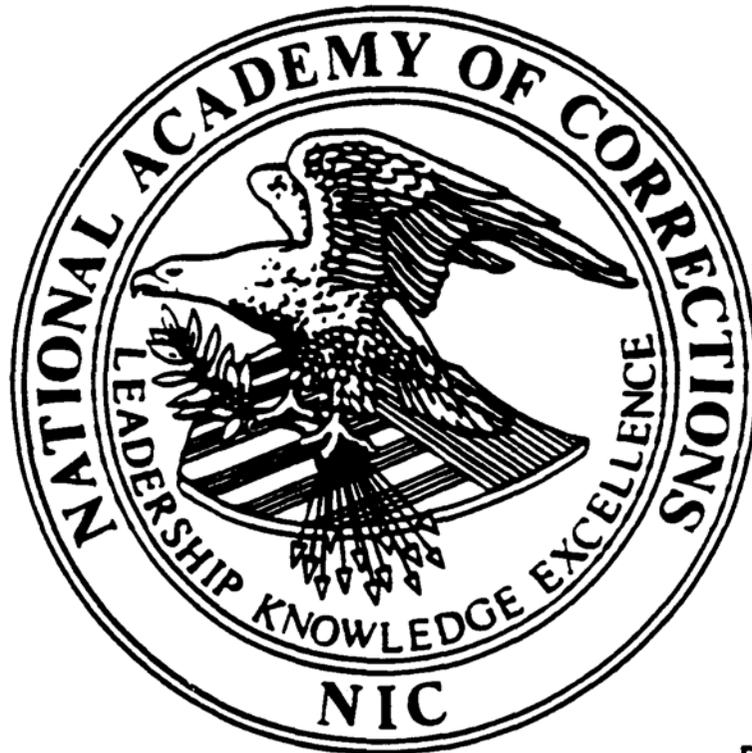
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# COMPETENCY PROFILE OF CORRECTIONAL TRAINER

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Sponsored by



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**U.S. DEPARTMENT OF JUSTICE**  
National Institute of Corrections

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October 1989

# CORRECTIONAL TRAINER

develops, implements, and coordinates training programs for staff within the criminal justice system.

Duties						
A	<b>Conduct job-task analyses</b>	A-1 Select methods (informal or formal)	A-2 Develop instruments or forms	A-3 Conduct analyses	A-4 Analyze data	A-5 Summarize and report results
		B-1 Select methods (formal or informal)	B-2 Develop instruments	B-3 Conduct surveys.	B-4 Analyze data	B-5 Summarize and report results
B	Develop and perform needs assessments	C-1 Obtain approval to develop or purchase training programs	C-2 Review policies, procedures, laws, standards, and regulations	C-3 Consult sources of information	C-4 Review and modify programs	C-5 Develop program objectives
		C-13 Develop evaluation instruments	C-14 Conduct field-tests of programs	C-15 Review and assess training programs prior to implementation	C-16 Prepare final training packages	
C	Develop or obtain training programs	D-1 Schedule dates, times, locations, and lodging	D-2 Coordinate instructors	D-3 Notify appropriate personnel of dates, times, and locations	D-4 Schedule participants	D-5 Prepare classroom for training
		E-1 Analyze trainee evaluations of training programs	E-2 Review trainee evaluations of instructors	E-3 Analyze trainee test results	E-4 Review current practices/operations for program changes	E-5 Review policies, procedures, laws, standards, and regulations
D	Implement training programs	F-1 Provide information to media and community groups	F-2 Promote use of training resources	F-3 Develop newsletters	F-4 Conduct tours	F-5 Participate in media and community activities
		G-1 Conduct training for trainers	G-2 Participate in training for trainers	G-3 Stay abreast of developments in criminal justice	G-4 Support and participate in professional organizations	G-5 Participate in continuing education
E	Review training programs	H-1 Develop annual training plan	H-2 Monitor training programs for compliance with court decrees	H-3 Monitor for compliance with professional standards	H-4 Gather information and statistics	H-5 Maintain records
		H-13 Maintain training materials and equipment	H-14 Provide information to develop policies			
F	Promote positive awareness of organization and training					
G	Maintain professional competence					
H	Performs administrative functions					

October 1989  
Boulder, Colorado



• Tk. ks

A-6 Develop program goals						
B-6 Develop program goals						
C-6 Develop lesson plans	C-7 Develop testing instruments	C-8 Determine training materials needed	C-9 Develop audio-visual aids	C-10 Develop training structures, props and models	C-J 1 Develop handouts and manuals	C-12 Develop computer-based training
D-6 Conduct program orientations	D-7 Teach classes	D-8 Manage classroom activities	D-9 Administer and monitor tests	D-10 Prepare program summaries		
E-6 Summarize and report results	E-7 Implement results					
F-6 Solicit support for training programs	F-7 Provide technical assistance to external organizations	F-8 Provide technical assistance to staff	F-9 Provide career counseling	F-10 Provide instructional assistance to other trainers	F-11 Collaborate with other agencies to provide training	
H-6 Write and present reports	H-7 Receive and respond to communication	H-8 Testify in administrative and court proceedings	H-9 Participate in staff meetings	H-10 Perform activities of training supervisor (in his or her absence)	H-11 Provide information for budget development	H-12 Assist in development of short and long-term goals

## Traits and Attitudes

Empathetic  
Creative  
Resourceful  
Ethical  
Persuasive  
Influential  
Flexible  
Dependable  
Tactful  
Punctual  
Analytical  
Self-motivated  
Energetic  
Patient  
**C**reative  
Optimistic  
Sincere  
Credible  
Perceptive  
Adaptable  
Assertive  
Resilient  
Fair  
Emotionally stable  
Professional  
Outgoing  
Sense of humor  
Positive role model

## Knowledge and Skills

### *Knowledge of:*

Adult learning theory  
Policy and procedures  
Subject matter  
Criminal justice system  
Testing instruments  
Assessment tools  
Staffing analysis methods  
Group dynamics  
Agency mission/goal  
Available resources  
Stress management techniques  
Cultural and ethnic differences

### *Skills in:*

Communicating (written/oral)  
Organizing  
Research  
Leadership  
Intercultural communicating  
Public relations  
Managing change  
Crisis management

## Tools and Equipment

Audio visual aids and equipment  
Computers/P.C.'s  
Specialized equipment/props  
Office supplies/equipment  
Reference materials

## DACUM Facilitators

from the  
National Academy of Corrections:

Dr. Ida Halasz  
Nelda Leon  
Thomas Norris

## CORRECTIONAL TRAINER Panel Members Knoxville, Tennessee

Mr. Randy Bumgarner  
Staff Trainer  
SC Probation, Parole & Parole Serv.  
Columbia, SC

Mr. James E. Coleman  
Director of Training  
TN Corrections Institute  
Nashville, TN

Mr. Pamela J. Fickler  
Cpl. Train & Staff Dev.  
Orange County Corr. Division  
Orlando, FL

Ms. Gloria A. Herndon  
Administrative Officer II  
MD Police & Corr. Training Comm.  
Woodstock, MD

Mr. J. Michael O'Hara  
Lieutenant  
Missoula County Sheriff's Office  
Missoula, MT

Ms. Suely R. Porter  
Staff Development Specialist  
NM Youth Diagnosis & Eval. Center  
Albuquerque, NM

Mr. James E. Robinson  
Career Development Counselor  
County Sheriff's Office  
Phoenix, AZ

Organized by:

Dr. Dianne Carter  
President  
National Academy of Corrections



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



**Draft Questions for Learning Symposium:**

3	What is a competency model?	Lance	<p>A competency model is a framework for organizing the identified competencies – it describes what people need to be able to know and do.</p> <p>Lance will point out the our model is actually 5 models- one for each of the identified roles in corrections learning and performance.</p>	
4	Why this model and how is it innovative?	Amanda	<p>This model is unique and innovative because:</p> <ol style="list-style-type: none"> <li>1. Developed by and for corrections staff</li> <li>2. It moves away from the traditional, more restrictive “Training” paradigm and takes a systems approach to learning and performance in corrections.</li> <li>3. The model has multiple components:             <ol style="list-style-type: none"> <li>a. There is a narrative publication that identifies the competencies and associated KSACTs and behavioral indicators of the KSACTs</li> <li>b. There is a resources section for each of the KSACTs</li> <li>c. There is an assessment instrument for each of the roles included in the model</li> </ol> </li> <li>4. The model can be directly leveraged for hiring needs, performance assessments, self/peer/employee developmental feedback, etc.</li> <li>5. The model addresses emerging trends and changes in corrections as a means to identify necessary adaptations by Learning and Performance staff.</li> </ol>	 <p>The diagram shows a central green circle labeled 'Core Competency Model'. Surrounding it are five smaller circles connected by a ring. Clockwise from the top, the circles are: a purple circle labeled 'Leadership', a blue circle labeled 'Ethics', a blue circle labeled 'Values', and two unlabeled blue circles.</p>

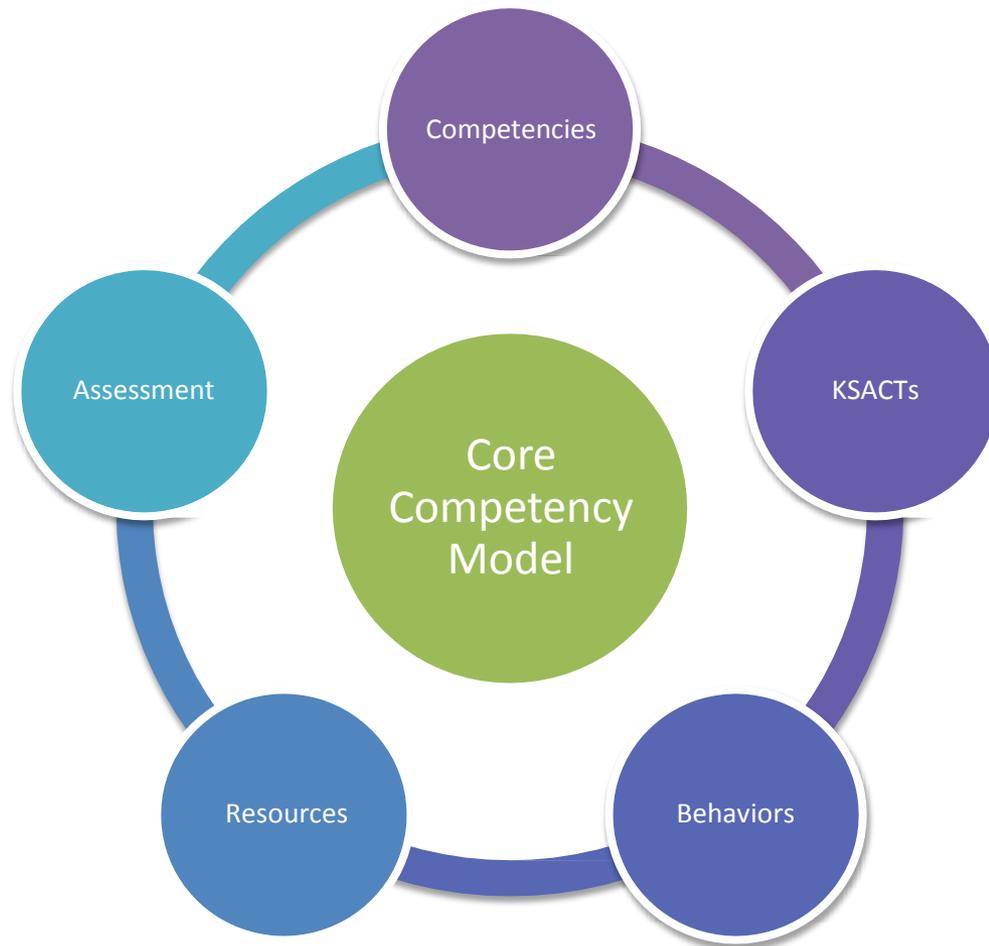
**Draft Questions for Learning Symposium:**

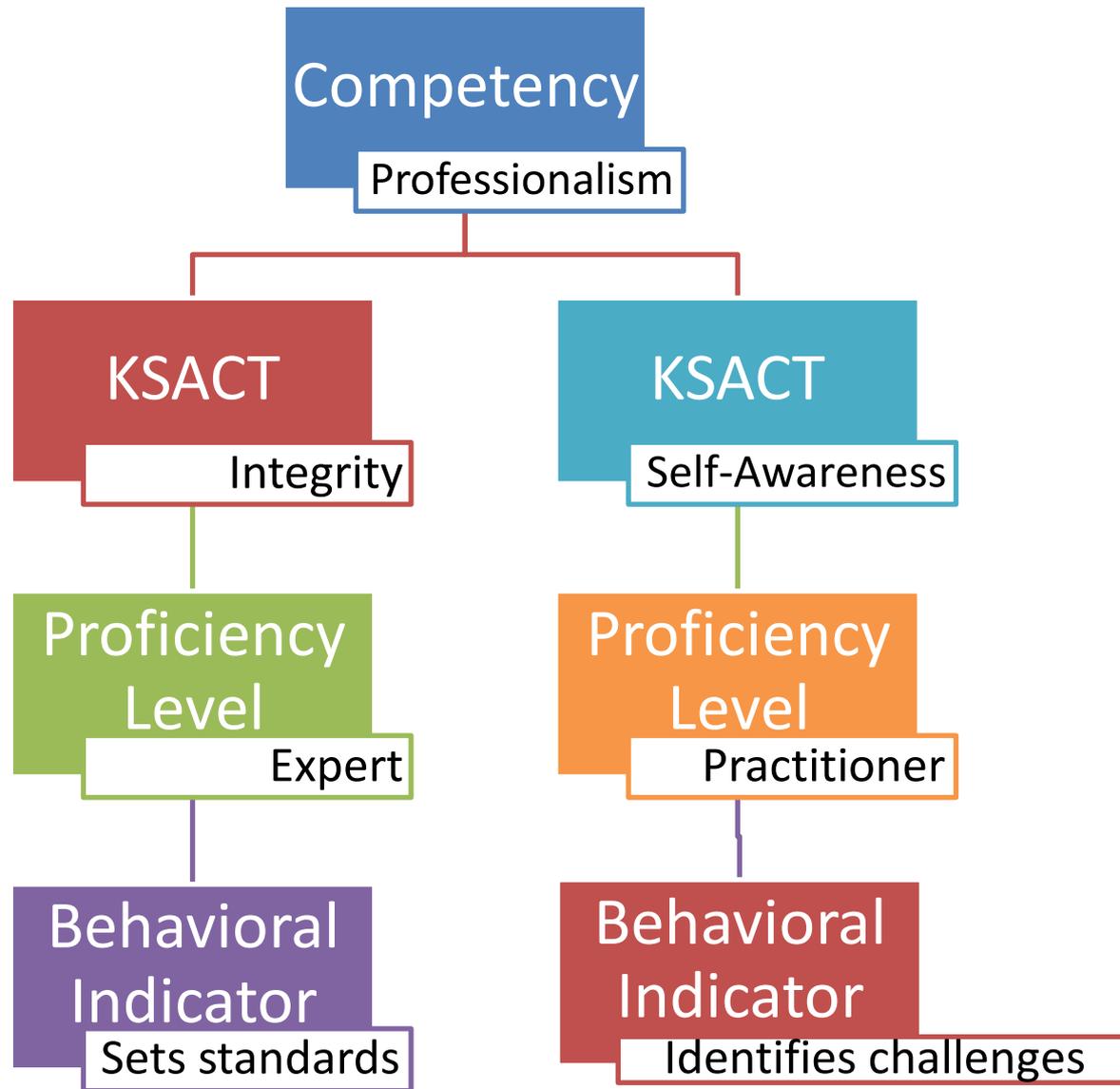
<p><b>5</b></p>	<p>What does the model look like?</p>	<p>Lance</p>	<p>Discuss 6 core competencies, and the role of KSACTs and behaviors in the model</p> <p>Describe what the graphic is depicting</p> <p>Lance can point out the materials in the participant guide here – competency matrix</p>	
<p><b>6</b></p>	<p>What was the role of corrections staff in the development of this model?</p>	<p>Megan</p>	<p>Interviews, focus group, surveys, think aloud, pilot</p>	
<p><b>7</b></p>	<p>How does the developmental assessment tool work?</p>	<p>Megan</p>	<p>The assessment is divided into the six core competencies. You will rate all KSACTs within each competency. Ratings are based on three proficiency levels. Each proficiency level is defined using behavioral examples. You select the proficiency level and corresponding behavioral examples most descriptive of the behavior exhibited on the job by the person you are rating. You can also choose to indicate if the behavior of the person you are rating falls in between two proficiency levels.</p> <p>Feedback will be presented based on the proficiency level you select; you will be informed of the expected level of proficiency for role in comparison to the level of proficiency you selected. Note that the expected level of proficiency for each role was derived based on survey feedback gathered from field subject matter experts.</p>	<p>Screenshot of “Think Aloud” Assessment</p>

**Draft Questions for Learning Symposium:**

<b>8</b>	Where can we find information about this model? When will products be released?	Amanda	<p>Once the model is ready for publication, the narrative will be housed on our NICIC.gov website. We hope that the assessment will be available through our Learning Management System .</p> <p>Expected roll out dates are tentative at this point, but a pre-publication copy may be ready by the end of the year.</p> <p>Resources section of participant guide has the competency resources</p> <p>Innovation section has the competency matrix</p>	
<b>9</b>	Open the discussion up to the audience	Bernie	<p>“peppered” questions:</p> <p>Is the data from the assessment instrument stored?</p> <p>What will NIC do with the data from the assessment instrument that is collected?</p> <p>Tell me more about the emerging trends section of the narrative.</p>	







1 Who are you rating?

- A.  Myself
- B.  My peer
- C.  My subordinate
- D.  My superior
- E.  Other

2. Are you rating the ratee's current position or a future position?

- A.  Current position
  - B.  Future position
- 

4. With respect to the KSACT listed below, which of the proficiency levels and behavioral examples are most descriptive

**Integrity:**

Consistently follows rules, evaluates right and wrong, and uses ethical standards to guide decisions and actions.

**Proficiency level Behavioral Examples:**

**Expert**

- : Addresses difficult ethical issues and their impact and identifies the best course of action.
- : Models ethical and professional behavior; serves as an example to others.
- : Sets standards and regulations for ethical behavior to be followed by the organization's members.

**Practitioner**

- : Ensures that confidential information is protected.
- : Demonstrates professional behavior (e.g., positive attitude, good manners).

**Beginner**

- : Asks questions as needed to ensure work rules are followed.
- : Follows directions as provided.
- : Learns what proper conduct is and strives to follow rules and regulations.

- A.  Expert
- B.  In-between Expert and Practitioner
- C.  Practitioner
- D.  In-between Practitioner and Beginner
- E.  Beginner





## Innovation Session

### **Innovation: A Session with Jane**

**Presenters:**

Jane Bozarth, E-Learning Coordinator, North Carolina Office of State Personnel  
Leslie LeMaster, Correctional Program Specialist, National Institute of Corrections,  
Academy Division

**Key Content Points:**

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**New Ideas:**

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## Innovation Session

### **Innovation: Resiliency in Corrections**

**Presenters:**

Michael Connelly, Professor, University of Oklahoma College of Liberal Studies  
Amanda Hall, Correctional Program Specialist, National Institute of Corrections, Academy Division

**Key Content Points:**

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**New Ideas:**

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**Draft Questions for Learning Symposium:**

	Question	Who will address	Take Away/Answer	Graphic (if applicable)
1	Introduction	Amanda	<p>Thank you for joining us for this session of Innovations!</p> <p>With us today is Michael Connelly.</p> <p>We're here today to discuss the concept of resiliency and specifically, how resiliency applies to corrections.</p>	<p>Music Intro Changes Bowie</p>
2	Before we get started, tell us a little about your background and your work.	Michael		
3	What exactly is resiliency?	Michael		<p align="center"><b>RESILIENCY</b></p> <p>"the capacity of a system, enterprise, or a person to maintain its core purpose and integrity in the face of dramatically changed circumstances"</p> <p align="right"><small>-Zoll and Healy, <i>Resilience: Why Things Bounce Back</i>, 2012</small></p>
4	So, what we're really talking about is climate change?	Michael		

**Draft Questions for Learning Symposium:**

5	We're at a Learning and Performance Symposium. How does climate change tie into training?	Michael	This symposium is about innovation, leadership, and collaboration: all key ingredients for corrections to prepare for the changes we're now seeing.	
6	Can you provide us with some specific examples of the changes you're talking about?	Michael		 <p>The infographic is divided into two main sections. The top section, titled "U.S. 2012 Billion-dollar Weather and Climate Disasters," features a map of the United States with various colored callouts pointing to specific disaster events: Western Drought (November 2012), U.S. Trough Drought (November 2012), Southern Plains Drought (October 2012), Midwest Tornadoes (April 15, 2012), Texas Tornadoes (April 21, 2012), Hurricane Irene (August 2012), Louisiana Flooding (March 2, 2012), and South Carolina Flooding (March 2, 2012). The bottom section, titled "2012 WAS THE SECOND MOST EXTREME YEAR ON RECORD FOR THE NATION," includes a map of the U.S. showing record heat across all states, a bar chart showing a record high average temperature of 61.08°F, and a statistic that 356 record high temperatures were tied or broken. It also notes that one-third of the U.S. population experienced 100+ temperatures.</p>
7	Where can people go to find out more?	Michael	The white paper in the participant guide contains a good deal of information on the topic, the impact on corrections, and also includes a list of resources.	

**Draft Questions for Learning Symposium:**

<b>8</b>	What would you like to see happen next? What can the people in this room do to make a difference?	Michael	In general – the three things on the slide Specifically, from this audience: <ul style="list-style-type: none"><li>• Host info session at your agency</li><li>• Participate / host a deliberative focus group- explain a bit about that</li></ul>	<p>Preparation</p>  <p>The diagram consists of three blue rectangular boxes arranged horizontally. The first box on the left contains a gold coin icon with the text 'POLICY' below it. The middle box contains a black circle icon with the text 'BEST PRACTICE' below it. The third box on the right contains a globe icon with the text 'PARTNERSHIP' below it. A light blue double-headed arrow is positioned below the three boxes, spanning their combined width.</p>
<b>9</b>	Open the discussion up to the audience	Amanda	“peppered” questions:	



# RESILIENCY

"the capacity of a system, enterprise, or a person to maintain its core purpose and integrity in the face of dramatically changed circumstances"

-Zolli and Healy, *Resilience: Why Things Bounce Back*, 2012

# U.S. 2012 Billion-dollar Weather and Climate Disasters

U.S. Drought/Heatwave  
Summer 2012  
(covering over half the U.S. during 2012)

Southern Plains/  
Midwest/Northeast  
Severe Weather  
May 25-30 2012

Western Wildfire  
Summer-Fall 2012

Midwest/Ohio Valley  
Severe Weather  
April 1-11 2012

Sandy  
October 2012

Rockies/Southwest  
Severe Weather  
June 6-12 2012

Plains/East/Northeast  
*Derecho* & Severe Weather  
June 29-July 2 2012

Southeast/Ohio Valley  
Tornadoes  
March 2-3 2012

Midwest Tornadoes  
April 13-14 2012

Hurricane Isaac  
August 2012

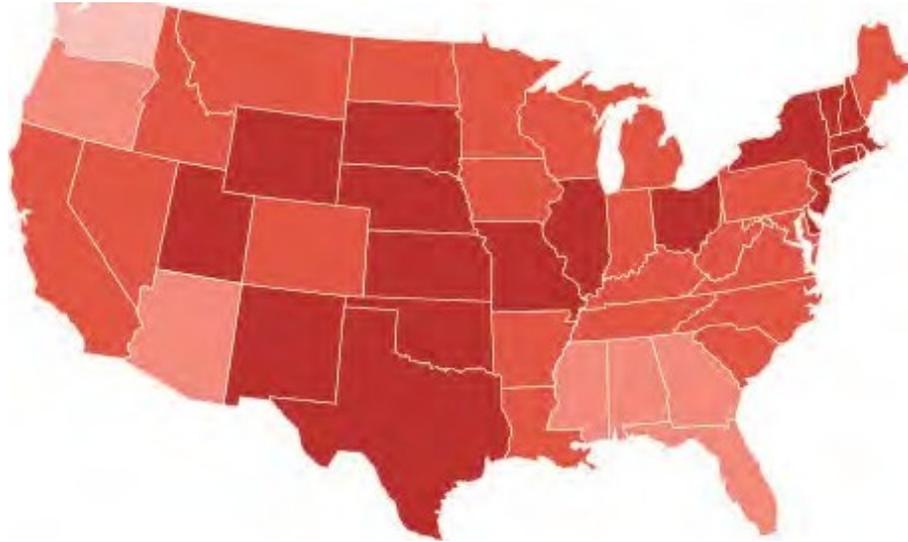
Texas Tornadoes  
April 2-3 2012



# 2012 WAS THE SECOND MOST EXTREME YEAR ON RECORD FOR THE NATION

Source: National Oceanic and Atmospheric Administration

## RECORD HEAT ACROSS THE U.S. STATE-BY-STATE TEMPERATURES IN 2012



ABOVE AVERAGE

6TH-10TH WARMEST  
YEAR ON RECORD

2ND-5TH WARMEST  
YEAR ON RECORD

WARMEST YEAR  
ON RECORD

Source: National Oceanic and Atmospheric Administration

ALSO IN 2012:



WARMEST YEAR ON  
RECORD FOR THE U.  
S.

Doesn't include Alaska, Hawaii, or U.S. territories.  
Source: NOAA

356

RECORD HIGH  
TEMPERATURES  
TIED OR BROKEN  
IN THE UNITED STATES.

Source: NOAA, State of the Climate Report

APPROXIMATELY

ONE-THIRD OF THE  
U.S. POPULATION  
EXPERIENCED  
100+ TEMPERATURES

FOR TEN OR MORE DAYS.

Source: NOAA



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Juno 25, 2013

[WHITEHOUSE.GOV/CLIMATE-CHANGE](http://WHITEHOUSE.GOV/CLIMATE-CHANGE)

#Acton' limato

# Resilience of Systems



# Preparation



Policy



Practice



Partnership





# Resilience in Corrections

*A Proactive Approach to Changing Conditions*





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Resilience in Corrections: Planning and Preparation for Changing Environmental  
Conditions

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## **ABSTRACT**

This white paper describes the issues facing corrections policy and leadership as the impacts of climate change and its related consequences confront departments, agencies, and facilities in coming years. Not only will corrections have to manage the effects of more extreme weather and temperatures than in the past. Corrections will also have to develop and improve its flexibility and resiliency in its operations to weather the multiple coming changes while maintaining its core functions of protecting the public, corrections staffs, and offenders. Programs and precedents do exist to provide foundations for future action when correctional policymakers and practitioners determine those issues must be addressed.

## TABLE OF CONTENTS

ABSTRACT.....	1
INTRODUCTION.....	3
THE POTENTIAL IMPACT.....	4
THE ROLE OF LEADERSHIP.....	6
RESILIENCE-ORIENTED LEADERSHIP.....	9
CONCLUSION.....	10
AUTHOR BIOS.....	11
Michael Connelly, Ph.D.....	11
David Feldman, Ph.D.....	12
RESOURCES.....	13
Books.....	13
Interactive Maps.....	13
Programs and Organizations.....	13
NOTES.....	15

## INTRODUCTION

Wildfires in Colorado. Hurricanes and flooding in New Orleans and New Jersey. Rains and flooding in Iowa. Drought in California. Tornadoes in Missouri and Oklahoma. Seacoast erosion in Louisiana. Sea level rise in the Carolinas. Water shortages in the West bringing calls for diversion of other water sources, even the Great Lakes. Extreme heat in Texas. Extreme snowfall in Pennsylvania. Ice in Georgia. Tests of aging power grids and transportation infrastructure. Unprecedented social and individual costs in health, economy, and food. Higher pricing of carbon-based fuels. More crime, primarily violent.

The future.

In some cases, corrections departments and their facilities will be directly hit. In others, the hit will be on their share of remaining state and local budgets after the damages have been paid for. In others, the basics of operations will be completely rethought as the easy access to and low costs of energy, water, food, materials, and transporting/locating of inmates, probationers, parolees, and others under correctional supervision diminish or come at higher political costs. In yet others, systems of routine care, maintenance, and distribution of not just inmates but also records and equipment will be placed at severe risk. In all cases, the growing effects of extreme weather, climate change, and their related aftereffects promise to change correctional planning and operations for years to come.

While climate change and its associated impacts remain politically contested, at operational levels of important public and private institutions in the U.S. it is not in doubt.<sup>1</sup> Key organizations and political actors have already begun their planning to adapt to, mitigate, and counteract the climate change already “baked” into the future through past greenhouse

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gas emissions that have yet to impact global temperatures. Current and future emissions will extend that period of adaptation, mitigation, and counteraction for which these institutions, charged with protection of national security and welfare, have to prepare.

For example, President Obama in November 2013 issued an Executive Order (2013) mandating federal preparation for impacts of climate change.<sup>2</sup> This included development of “climate resilient investment” by federal departments and management of federal lands and water as well as creation of a “Council on Climate Preparedness and Resilience” with an accompanying task force of state, local, and tribal leaders to advise that council. This executive order followed previous efforts and analyses already begun by the U.S. military,<sup>3</sup> insurance companies,<sup>4</sup> major businesses,<sup>5</sup> the World Bank,<sup>6</sup> and major cities around the globe.<sup>7</sup> Simply put, organizations with expectations and responsibilities based in clear understanding of most likely futures have decided to invest heavily in planning, preparation, and operations for continued and intensifying impacts of climate change and its related outcomes in the near term.

With very similar expectations and responsibilities, shouldn't corrections?

## THE POTENTIAL IMPACT

Climate change events naturally will vary from state to state and within states. Correctional leaders developing their responses to, and plans for, these events will need to have clear understandings of all the possibilities. Depending on the state and locality, these possibilities include:

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*...organizations with expectations and responsibilities based in clear understanding of most likely futures have decided to invest heavily in planning, preparation, and operations for continued and intensifying impacts of climate change...shouldn't corrections?*

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- Extreme weather conditions and events that damage facility infrastructure and raise or lower temperatures past traditional comfort levels of staff and inmates which may impact morale and behavior as well as future lawsuits over prison conditions<sup>8</sup>;
- Access to sufficient potable water as drought and other public and private demands compete with correctional needs and uses<sup>9</sup>;
- Higher and unstable fuel prices eating into facility and department budgets through uses from facility operations to inmate and staff transport<sup>10</sup>;
- Infrastructure issues as buildings, roads, and facility land designed and developed for uses at different temperatures now unsuited for more common extreme high and lows and for longer periods of time<sup>11</sup>;
- Narrowed availability of and accessibility to food as heat and drought affect traditional levels of production of crops and meat<sup>12</sup>;
- New and extended health issues deriving from heat stress, mental illness associated with unstable and unhealthy conditions, infectious diseases (and the insects carrying them) “moving” to new areas<sup>13</sup>;
- Power outages associated with an aging and vulnerable electrical power grid system<sup>14</sup>;
- Safety of staff and inmates with morale and interactions tested by increasingly pressurized contexts; and
- Higher crime rates associated with hotter temperatures bringing more violent offenders into state and local corrections, particularly incarceration.<sup>15</sup>

These possibilities are not hypothetical. Already we see the impact of extreme heat and lack of adequate water supplies on lawsuits, staff recruitment and retention, and infrastructure built for past climates. The ratcheting of fuel prices, always from higher

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*Already we see the impact of extreme heat and lack of adequate water supplies on lawsuits, staff recruitment and retention, and infrastructure built for past climates.*

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bases than the previous ratcheting, is old news. The major highways for transporting inmates and non-inmates will need additional repairs and closures and some may have to be moved. California produce and Texas cattle are at this writing in decline. Power grid concerns have become hot button issues at the highest levels of national security. All these possible results will become more common and frequent nationally, if not in specific locales, and most corrections organizations will face more than one more than once. As mentioned above, even if a particular department or facility is not directly impacted, it will likely be drawn into greater budgetary competition for funds remaining after the climate change events have been paid for. All will be affected by the higher costs, lesser accessibility and availability, and greater call for new ideas and practices to deal with this changing, fluxing future whether directly impacted physically or fiscally.

## THE ROLE OF LEADERSHIP

Two difficulties immediately arise for correctional leaders considering action and planning either to respond proactively to potential threats or to plan for likely events. One, they must psychologically come to terms with the slow-motion but very real changes occurring in our climate. The science of climate change and the consensus of actual climate scientists are overwhelming even if the politics of accepting that science and consensus are not. Two, while acknowledging the politics of moving toward adaptation, mitigation, and prevention, correctional leaders through their own routine management decisions, such as budgeting, land and material use, and infrastructure maintenance and extension, can act in many productive ways that have value without reference to climate change. That is, many of the options considered to deal with climate change at the department and/or facility level will be good management whether or not the projections of climate scientists are totally or

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*All will be affected by the higher costs, lesser accessibility and availability, and greater call for new ideas and practices to deal with this changing, fluxing future.*

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partially true. Even without climate change, pressures on and competition for state funds will likely continue escalating in future years, making decisions on better use of resources, improving self-sufficiency, and maximizing efficient use of fuel, water and other resources good in themselves.

Planning for future impacts of climate change, whether immediate events such as weather emergencies or drawn-out consequences of long-term change such as infrastructure, must assess the probabilities of these climate change-related outcomes for individual facilities and the operation of the corrections department as a whole. While “strategic planning” frequently raises howls among staff, primarily because of perceived lack of ties with later operations, climate change planning with efforts to address the concerns outlined above can be made more “emergency footing,” and incentives associated with ideas and implementations directly relating the planning to later action. Department responsibilities and reporting can be distributed among executive staff and facility managers and staff with those most effective being demonstrably applauded and rewarded. That the entire department has committed to the enterprise must be clear. The same planning format can then be used at other facilities and at other organizational levels.

For what will they plan? The list of concerns initially provided above may detail the agenda but not the responses, which will vary from organization to organization. Most corrections departments have policies and procedures for dealing with at least some of the concerns discussed above, at least in isolation. But how many are ready for downed electrical grids that prolong past generator capacity? How many do the training and have the activities prepared to handle summers that now feature two or three times the number of one hundred degree days as in the past? This does not include the concerns that may arise in

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*...prior policies and procedures developed in different environments than those faced today and those to come and should at the least be reexamined for soundness.*

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combination, such as hurricane and flood, wildfire and destroyed roads or bridges, or trucked water transported with fuel priced in the high range of the usual ratcheting. In any case, prior policies and procedures developed in different environments than those faced today and those to come and should at the least be reexamined for soundness.

For those correctional leaders at facility and department level seeking new ideas and practices to buffer and avoid the possible problems, many precedents already exist for study and copy.<sup>16</sup> The National Institute of Corrections features a “Green Corrections” section with training and models,<sup>17</sup> and Green Prisons does the same along with hosting “regional sustainability” forums.<sup>18</sup> Several states such as Illinois<sup>19</sup>, Ohio<sup>20</sup>, California<sup>21</sup>, and Oregon have already started initiatives. In Washington state, Evergreen State College and the state DOC have a “Sustainability in Prisons Project” with over a decade of experience.<sup>22</sup> Other states and cities, such as Louisiana and New Orleans and New Jersey and its communities, have already gone through traumatic events and provided case studies of impacts and responses.<sup>23</sup>

While these efforts do not address the full complexity of the current and coming storm of climate change, they demonstrate both the necessary awareness and acceptance of the need and the range of models and concepts available for other states and organizations to base new action upon. Among these new options are:

- Use of rooftops for energy generation, conservation, and food stuffs through solar panels, white reflective paint, and roof gardens;
- Co-generation of electrical power through current technology, the excess of which can be sold back to power utilities;

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*For those correctional leaders at facility and department level seeking new ideas and practices to buffer and avoid the possible problems, many precedents already exist.*

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- Water conservation and harvesting, including recycling of waste water; and
- Reduced fuel usage for department and staff through increased telecommuting and teleconferencing of all possible functions including operations, health care, and meetings.

Again, even should climate change impact be less than currently projected, all of these actions can effect savings and efficiencies for departments and facilities. Added benefits of such proactive efforts might include revenue potential from sold power and products and the preparation of reentering inmates for careers in the areas such as alternative energy, water management, and food production. The latter may find multiple opportunities in the growing business response to the challenges posed by climate change as well as delivering positive contributions to their communities when reentering since many of those communities are and will be particularly hard hit by the problems discussed here as well.

## RESILIENCE-ORIENTED LEADERSHIP

Effective corrections leadership in this changing environment will require more than just clear missions and solid coordination at the facility and department level. The kind of proactive vision and resilient recoveries necessary will require particular qualities of leadership. As Zolli and Healy have detailed<sup>24</sup>, resilience-oriented leadership will have to focus on:

- ensuring that there are sufficient reserves available to any given system;
- or diversifying its inputs;
- or collecting better, real-time data about its operations and performance;

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*The kind of proactive vision and resilient recoveries necessary will require particular qualities of leadership.*

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- or enabling greater autonomy for its constituent parts;
- or designing firebreaks so that a disturbance in on part does not disrupt the whole.

In addition, such leadership will have to continue and extend partnerships with other state, local, and federal agencies as well as with private and non-profit organizations that engaged in similar efforts and/or able to share or exchange needed resources. The leadership that created the Evergreen State/Washington DOC “sustainability” project is a good example. In other words, traditional corrections leadership will need to be complemented and supplemented with flexible and creative interaction both inside and outside the department’s boundaries on a scale to match the challenges ahead.

## **CONCLUSION**

The future combination of more strained resources with new and different challenges makes maintenance of status quo strategies of incarceration policy even less tenable than their generally troubled state today. Those pressures will require corrections leaders to demonstrate their actual capacities more effectively and to work in partnerships with external groups to find alternatives to incarceration on greater scales than currently. This must include better data and analysis to report what works and does not in delivering maximum public safety through corrections policies and what alternatives might be more effective.

Failing this will leave important decision-making blind in a turbulent time. However, proactive and resilient leadership will survey its current and coming environments with knowledge of the threats, of the options to address them and their effectiveness, and of the paths and partnerships to pursue to provide the public and policymakers with the safety and effectiveness that they expect within the challenged resources available in the unprecedented days ahead.

## AUTHOR BIOS

### Michael Connelly, Ph.D.

Michael Connelly teaches undergraduate and graduate criminal justice in the University of Oklahoma's College of Liberal Studies. He was most recently a partner in JCO Consulting, which served correctional and sentencing resources to state and local governments, and managed its Corrections Sentencing 2020 blog. He was previously Administrator of the Evaluation & Analysis Unit of the Oklahoma Department of Corrections and also served as executive director of sentencing commissions in Maryland and Wisconsin. Prior to that, he was research director for the Oklahoma Criminal Justice Resource Center, which staffed the state sentencing commission and allowed him to serve as state Statistical Analysis Center director.

Dr. Connelly also managed grant projects for the Justice Research and Statistics Association, including BJA technical assistance on program evaluation to state and local criminal justice agencies. He has partnered with the Pew Center on the States and the Crime and Justice Institute on sentencing and corrections policy reform in various states. In addition, he was previously an associate professor of public policy and administration for Southwestern Oklahoma State University, coordinating its criminal justice program, as well as since adjuncting for the University of Maryland, Norwich University, and Columbia College.

His research has appeared in policy, political science, education, criminal justice, and sentencing journals as well as in professional and government publications. He previously served on the executive board of the National Association of Sentencing Commissions.

He received his Ph.D. in political science with an outside field in criminology from the University of Missouri.

### David Feldman, Ph.D.

David Feldman is Professor and Chair of the Department of Planning, Policy and Design – and Professor of Political Science – at the University of California, Irvine. His Ph.D. is from the University of Missouri, and his B.A. is from Kent State University in Ohio. His current research is directed at trans-boundary conflicts over water resources management, the role of civil society groups in environmental decision-making, especially in newly-emerging democracies, the geopolitics of energy and resource policy, and public perceptions of environmental risk.

Feldman served as Head of the Political Science Department at UT (2003-7), and as a staff member of what is now the Institute for a Secure and Sustainable Environment from 1993-2003. He was also on the research staff at Oak Ridge National Laboratory from 1988-1993.

At Irvine, Feldman has also served as a lead author for a 2008 U.S. Climate Change Science Program report on climate variability and water that was published by the National Oceanic and Atmospheric Administration, and is co-Principal Investigator on a five-year, \$4.5 million National Science Foundation grant to explore *Low Energy Options for Making Water from Wastewater* through the Partnerships for International Research and Education program. He is the author of nearly 80 articles, book chapters, and books, and is an extramural funding reviewer for NSF's *Decision Making under Uncertainty Collaborative (DMUU)* (2010) and reviewer for the final report (2012) of the Southwest Climate Assessment, produced by the University of Arizona's NOAA-funded Climate Assessment of the Southwest.

His most recent books include *Water* (Polity Books, 2012), which explores trans-boundary conflicts over water resources world-wide; *The Politics of Environmental Policy in Russia* (with Ivan Blokov of Greenpeace Russia, Elgar Books, 2012) – an examination of the challenges facing an environmental civil society in newly-emerging democracies; *The Geopolitics of Natural Resources* (Elgar, 2011), and *Water Policy for Sustainable Development* (Johns Hopkins, 2007).

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<sup>23</sup> Heldman, C. (2011, August). The Fate of Prisoners During Hurricane Katrina. *Thesocietypages.org*. Retrieved March 5, 2014, from <http://thesocietypages.org/socimages/2011/08/27/imprisoned-disaster-political-will-and-hurricane-katrina/>; Murphy, J.A. (2012, September). Two Case Studies on Jail Evacuations During a Natural Disaster: Iowa's 2008 Flooding: Part 1. *Corrections.com*. Retrieved March 5, 2014, from <http://www.corrections.com/news/article/31329-two-case-studies-on-jail-evacuations-during-a-natural-disaster-iowa-s-2008-flooding-part-1>; Murphy, J.A. (2012, September). Two Case Studies on Jail Evacuations During a Natural Disaster: Iowa's 2008 Flooding: Part 2. *Corrections.com*. Retrieved March 5, 2014, from <http://www.corrections.com/news/article/31330-two-case-studies-on-jail-evacuations-during-a-natural-disaster-iowa-s-2008-flooding-part-2>; Shaw, C. (2010, April). Hurricane Katrina and the Lost Prisoners of New Orleans. *Huffington Post*. Retrieved March 5, 2014, from <http://www.huffingtonpost.com/charles-shaw/hurricane-katrina-and-the-b-541639.html>

See also U. S. Federal Emergency Management Agency. (2013, October). A Year After Hurricane Sandy: New Jersey Recovery by the Numbers. Retrieved from <http://www.fema.gov/news-release/2013/10/25/year-after-hurricane-sandy-new-jersey-recovery-numbers>.

<sup>24</sup> Zolli, A., and Healy, A.M. (2012). *Resilience: Why Things Bounce Back*. New York: Free Press.





# Innovation Session

## **Innovation: Resources**

### **Presenters:**

Liz Craig, Information Services Manager, NIC Information Center  
Susan Powell, Library Manager, NIC Information Center  
Michael Guevara, Correctional Program Specialist, National Institute of Corrections,  
Academy Division

### **Key Content Points:**

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### **New Ideas:**

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[Training](#)

[Services](#)

[Library](#)

[Collaborate](#)

[Projects](#)

[About Us](#)



**Beyond Risk and Needs Assessments**  
 (2014) "Most assessment systems target high-risk offenders. However, standard risk and needs assessments do not necessarily identify needs that are tr..."

[DETAILS](#)

1 2 3 4 5 6 7 8 9 10

**ACTION CENTER**

- ▶ Register for a Class
- ▶ Subscribe to Newsletters & Alerts
- ▶ Ask NIC a Question
- ▶ Join Our Online Community
- ▶ Request Help for Your Agency
- ▶ Share a Success Story

Subscribe: [miJ!](#) [!Em!!](#)

NEW IN THE LIBRARY

**Beyond Risk and Needs Assessments**

POSTED: 1 HR AGO

(2014) "Most assessment systems target high-risk offenders. However, standard risk and needs assessments do not necessarily identify needs that are truly criminogenic for each individual; nor do they address responsibility. This is because these systems do not inherently identify either specific strategies and programs that reflect the learning style of the offender or approach program most likely to motivate each offender to change behavior. This paper describes a comprehensive approach to assessment, developed by the National Council on Crime and Delinquency

Subscribe: [C!iJ!](#) [!Em!!](#)

CORRECTIONS NEWS

**Register Now: International Association of Correctional Training Personnel Conference**

POSTED: 6 HRS AGO

The International Association of Correctional Training Personnel (IACTP) is an association of training professionals from national, state and local correctional agencies. Their 30th Annual Trainers Conference is scheduled for Scottsdale, Arizona from October 5-8, 2014. This will be your opportunity to network and share innovative approaches being used within correctional agencies throughout the country. Training Dates: October 5-8 2014 @ ADO'By

Subscribe: [!Jm!!](#) [!JD!!](#) [!cm!!](#)

TRAINING OPPORTUNITY

**Executive Excellence Program**

REGISTER BEFORE: MARCH 11 2015

(Begins May 31, 2015) This 10-month executive development program offers innovative learner-centered and competency-based training for future leaders of corrections agencies.









National Institute of Corrections

# Corrections Community

A place where corrections professionals can interact and collaborate

Home

News

Forums

Shared Files

Control Panel

## Forums

Filter : All Recent | Unanswered | Unread | Your Discussions

[Write a New Post](#)

### Topics

### Replies

[KosherDiets](#)

Latest post by Marshall Stowers Thu, Sep 4 2014 5:43 AM

4

[KosherDiets](#)

Latest post by Marshall Stowers Wed, Sep 3 2014 2:58 PM

0

[KosherDiets](#)

Latest post by Marshall Stowers Wed, Sep 3 2014 2:58 PM

0

[SCBA Alternative www.EimridgeProtection.com](#)

Latest post by Shannon J. Herklotz Wed, Sep 3 2014 2:02 PM

2

[CO starting pay and jailhold rates](#)

Latest post by F Hopkins Wed, Sep 3 2014 8:39 AM

13

[View more](#)

## Browse Discussions

## Shortcuts

[View all users](#)

[Posts you have not read](#)

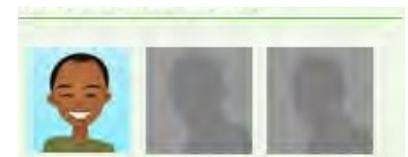
[Forum Subscriptions](#)

[Who is online](#)

[Moderate Forums](#)

[Create New Forum](#)

[Forums Administration](#)



**Marshall Stowers** (3) **Vipul Patel** (2) **laurie Feller** (1)



**Kirstie** **Kenneth** **Anna**



# Corrections Community

A place where corrections professionals can interact and collaborate

Home

News

Forums

Shared Files

Control Panel

Forums » Private Forums » Regional Training Initiative (RTI)

## Regional Training Initiative (RTI)

A private forum for Regional Field Coordinators.

Sorting and Filtering

[Write a New Post](#) | [Mark all read](#)

( [New Post](#) )

### Topics

### Replies

	Learning and Performance Symposium 2014: Apply Today! Latest post by Leslie LeMaster, Tue, Jun 24 2014 7: 16AM	0
	Thought Leader Webinar • Resiliency in Corrections Latest post by Amanda Hall, Men, Apr 14 2014 11: 12 AM	0
	Register Now! Live Broadcast LGBTI Populations: Intake • Creating... Latest post by Leslie LeMaster, Men, Mar 10 2014 2:11 PM	0
	Top 10 Training Articles of 2013 Latest post by Amanda Hall, Men, Dec 30 2013 2:29 PM	0
	Evidence to support Training Academy concept Latest post by David Nelson, Men, Dec 30 2013 10: 20 AM	0

### Shortcuts

[Start a Conversation](#)

[Posts you have not read](#)

[Forum Subscriptions](#)

[Edit Forum Settings](#)

### Popular Tags

[learning](#) [Evaluation](#) [interactive](#)

[lectures](#)

## Leadership

[learning](#) [facilitators](#) [NIC](#) [power point](#)

[ppt](#) [return on investment](#) [RFC](#)

## ROI RTI skills

## Southern Region

# Post a message

Use the form below to write the message. Click the "Post" button to submit your message

**Compose**   Options   Poll   Preview

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**Subject:**

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[Add Attachment](#)

**Description:**

Font size   **B**   *I*   U   ~~ABC~~   **X**   **lit11**   **GIU**   **!**   **m9**   **B**   ©

**Tags (keywords to describe this post)**

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[Select Topics ..](#)

Email me replies to this post.

**Post**

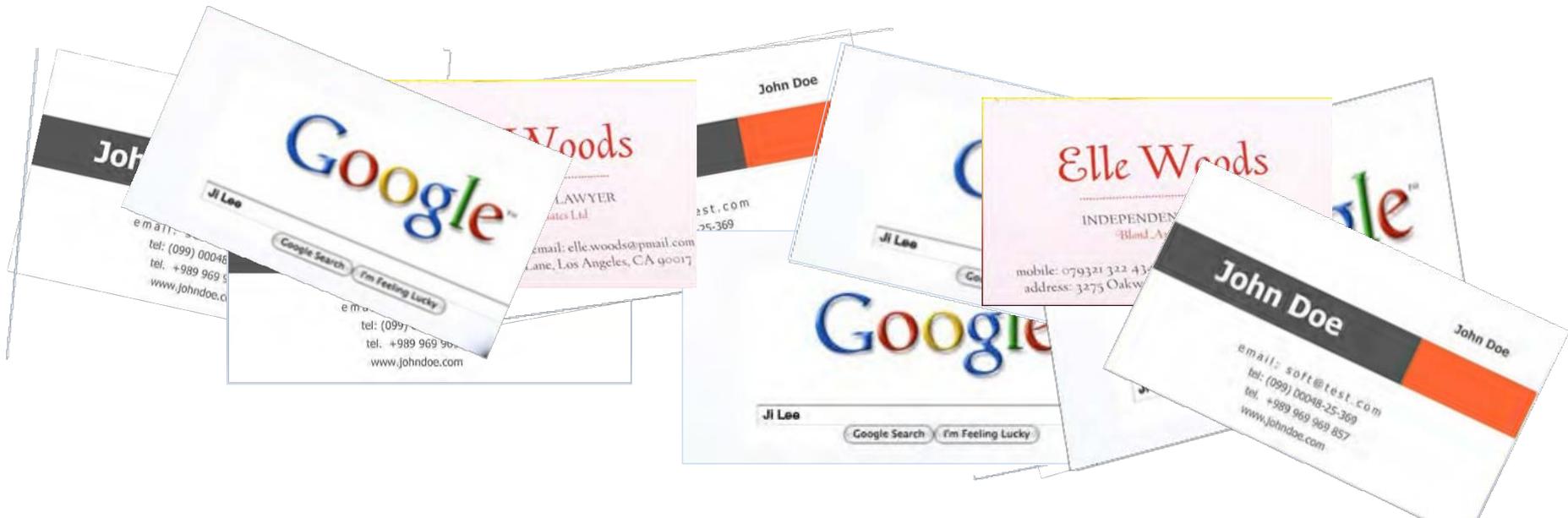
# National Institute of Corrections Information Center

[info@nicic.gov](mailto:info@nicic.gov)

[Susan@nicic.gov](mailto:Susan@nicic.gov)

[Liz@nicic.gov](mailto:Liz@nicic.gov)

(800) 877-1461



Shared Files > Private Files

Private Files

- Browse Media**
- Private Files**
- Large Jail Network Vault
  - Community Administrators
  - Training Directors Vault
  - Administrator Files
  - Deputy Directors Vault
  - Jail Inspector Vault
  - SCDTA
  - Pretrial Network
  - Pretrial Executives
  - Leadership Competency Project
  - TDN Ethics and Values 2
  - MHN Vault
  - RTI Vault
  - CIT Vault
  - PREA State Coordinators
  - CPCPD Vault
  - TJC Vault
  - CCCN Vault
  - Correctional Industries Vault
  - CLCN Vault
  - Executives of Probation & Parole

Sort by Name | Most Recent | Most Downloads | Most Popular | Most Comments

Sort: Name | Most Recent | Most Downloads | Most Popular | Most Comments

File Name	Downloads
PREA Pre Audit	5 downloads
August 2014 Meeting	6 downloads
CCCN PowerPoint	12 downloads
Texas VOMO Meeting	10 downloads
PREA Basic Training	5 downloads
PRFA AMU at Training	6 downloads
NAVSPIC Victim	12 downloads
Texas VOMO PoIK	10 downloads



# Bits and Bytes

## **Learning and Performance Research: Stop Talking! Stop Power Point! Stop Creating Training Events!**

**Presenter:** Bernie Iszler, Correctional Program Specialist, Academy Division

### **Key Content Points:**

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### **New Ideas:**

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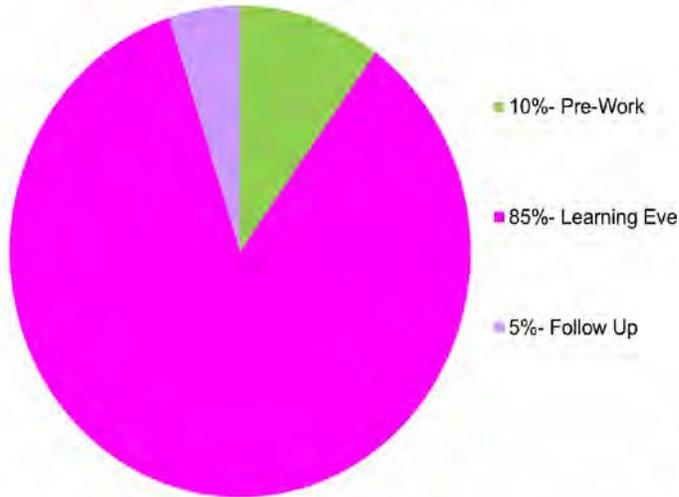
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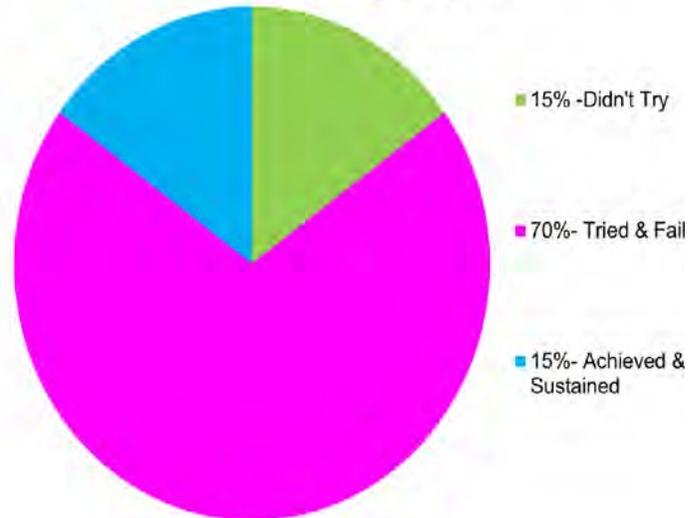


### Typical Learning Investment

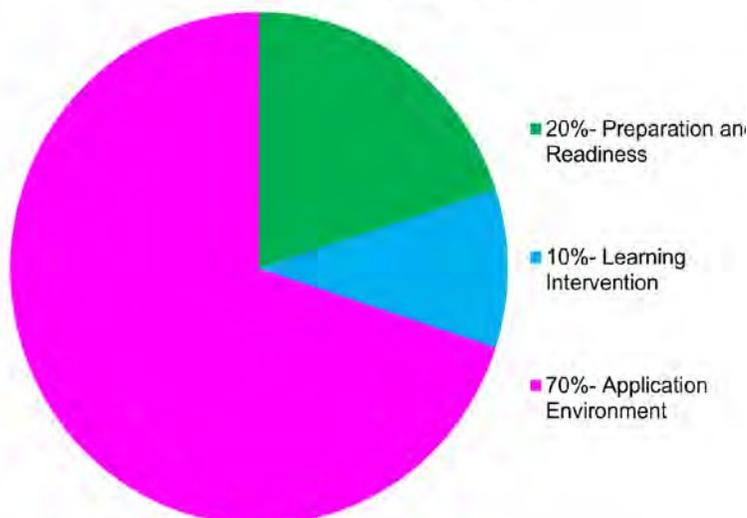


### ATD- 2005

### Formal Training to the Job



### Cause of Non-transfer



# Staff Coaching

TRAINING COMPONENTS	OUTCOMES (% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom)		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Joyce and Showers, 2002; Rogers, Wellens, & Conner, 2002

[http://www.fpg.unc.edu/~nirn/resources/presentations/FallsConference\\_03-2010.pdf](http://www.fpg.unc.edu/~nirn/resources/presentations/FallsConference_03-2010.pdf)

Consider:

1. Information and logic doesn't drive people's behavior. What drives behavior is **sense of identity**.  
<http://www.natureofstory.com/>
2. 1.25 million PowerPoint presentations given every hour (Levasseru & Sawyer 2006). Experts estimate a waste of \$250 million per day from bad PowerPoints. In a minute there are 21,000 PowerPoints flooding screens around the world.
3. Classroom training is just part of a learning process. The end game is results.

LEARNING INNOVATION, LEADERSHIP AND COLLABORATION

## Bits and Bytes

Learning and Performance Research

Learning and Performance Symposium -> 40 Forward

September 3-5, 2014

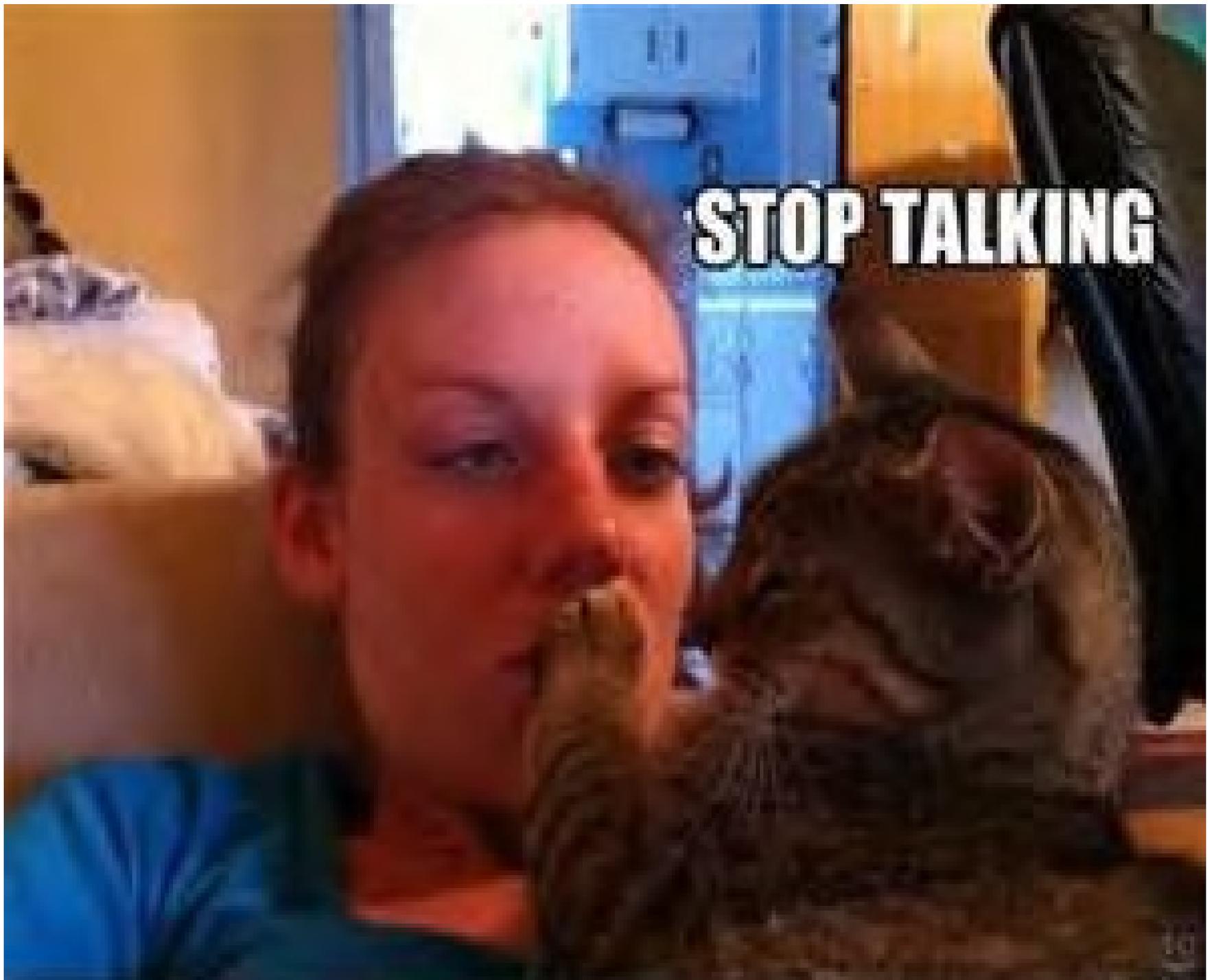
Bernie Iszler

Correctional Program Specialist

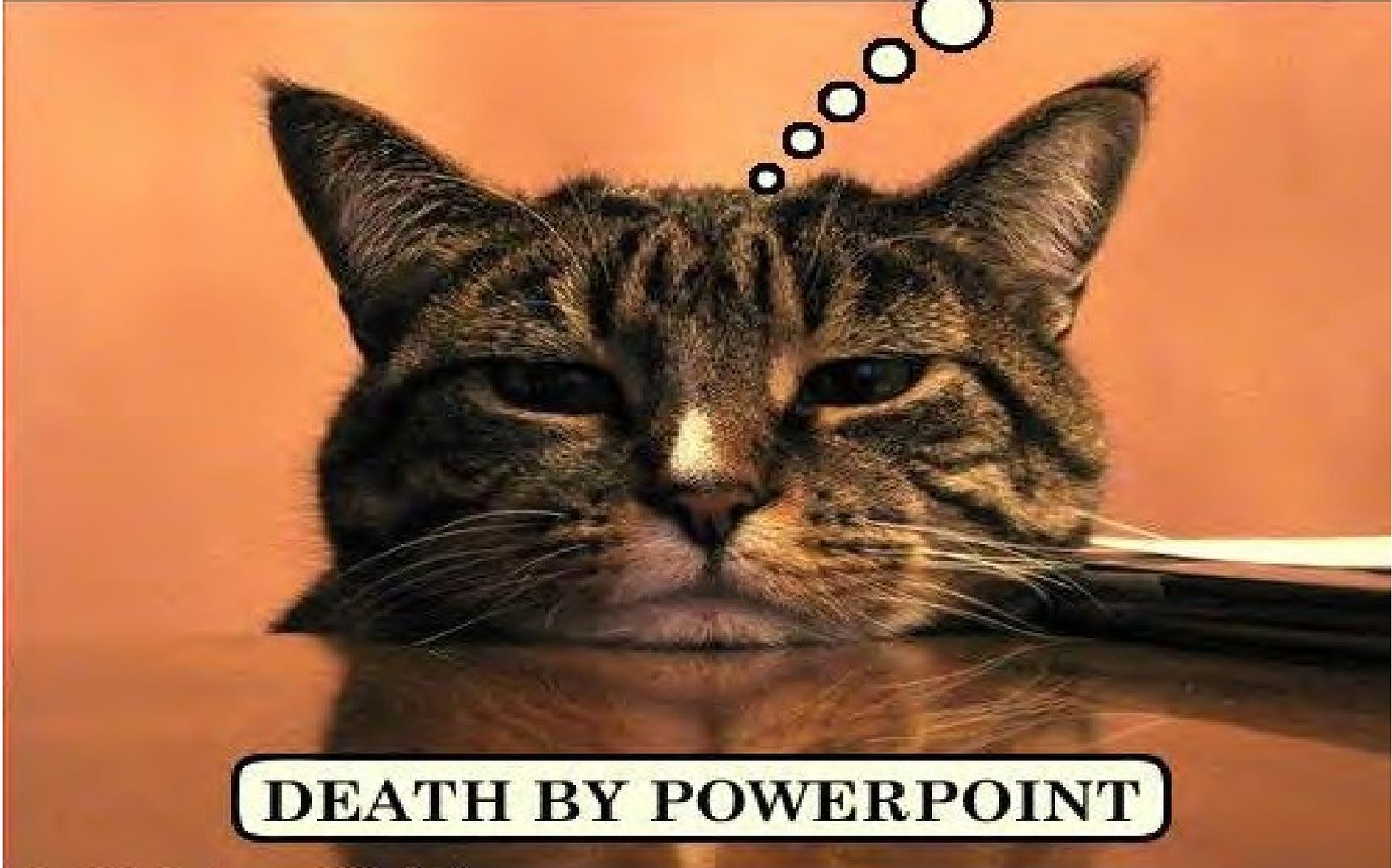
Nooooo!



**STOP TALKING**



Dear God, when will  
this presentation end?



**DEATH BY POWERPOINT**

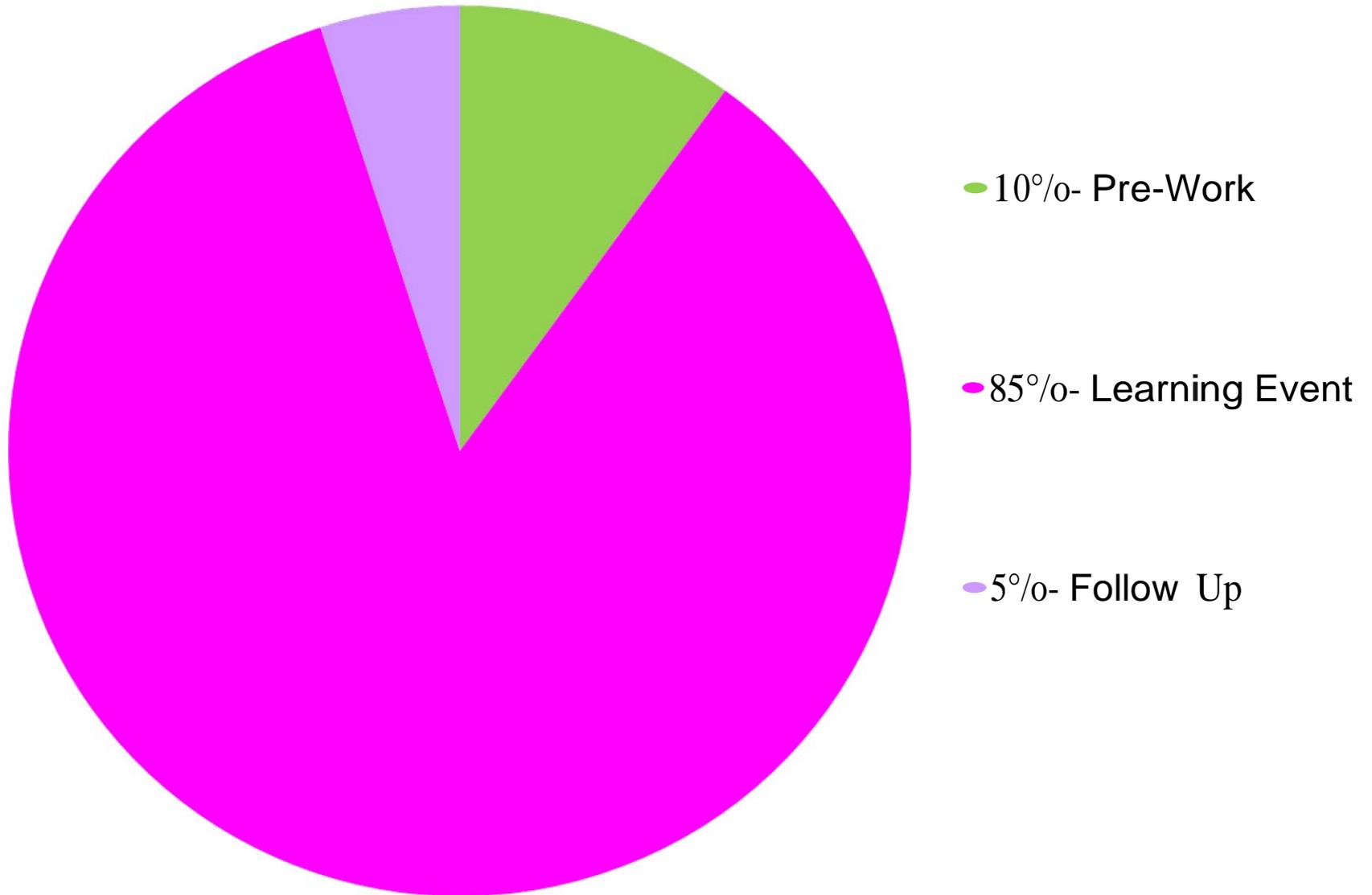




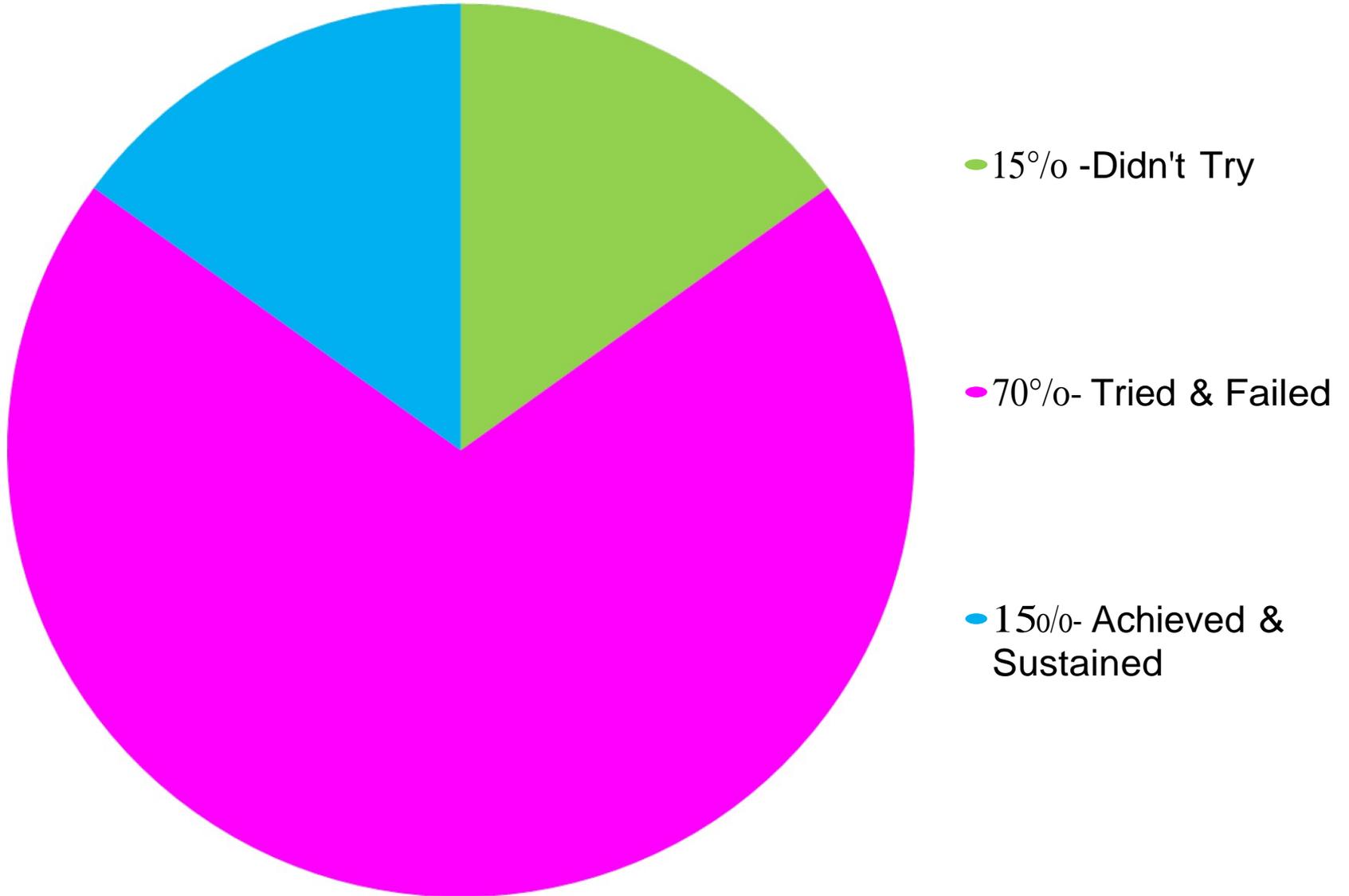




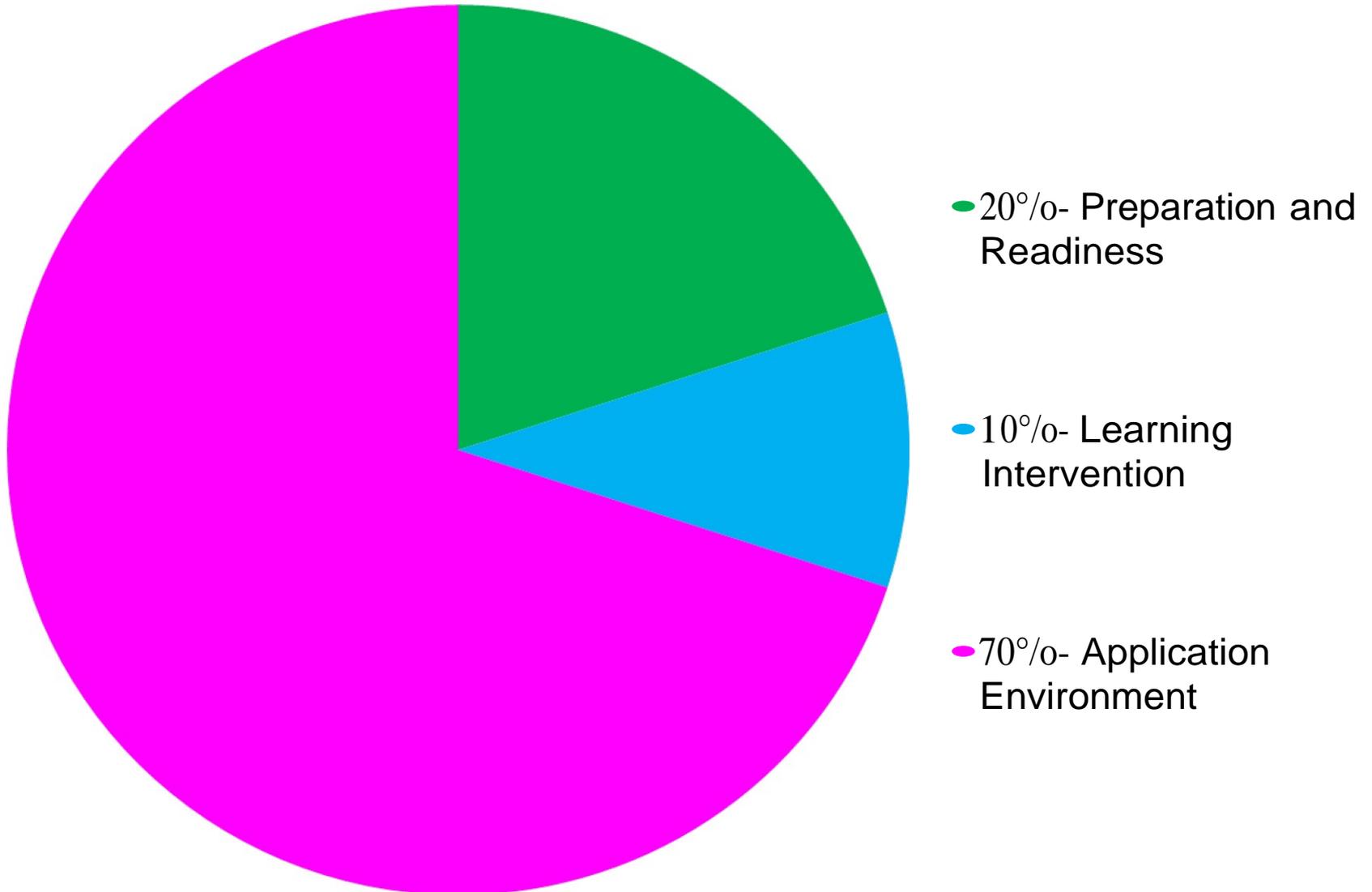
# Typical Learning Investment



## Formal Training to the Job



## Cause of Non-transfer



# Staff Coaching

TRAINING COMPONENTS	OUTCOMES (% of Participants who Demonstrate Knowledge Demonstrate new Skills in a Training Setting and Use new Skills in the Classroom)		
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...+ Practice & Feedback in Training	60%	60%	5%
...+Coaching in Classroom	95%	95%	95%

Joyce and Shower, 2002; Rogert; Wellen, & Conner, 2002



[biszler@bop.gov](mailto:biszler@bop.gov)



LEARNING INNOVATION, LEADERSHIP AND COLLABORATION

## Bits and Bytes

Learning and Performance Research

Learning and Performance Symposium -> 40 Forward

September 3-5, 2014

Bernie Iszler

Correctional Program Specialist

Deux!



# At your tables...

**List 3 beliefs/attitudes and emotions about corrections work:**

- 1. New staff**
- 2. Supervisors**
- 3. Executives**



**KSA**

**ASK**

# WHAT PEOPLE SEE



← BEHAVIOR

↑  
VALUES

↑  
BELIEFS

↑  
WORLDVIEW

# WHAT IS HIDDEN



*Attitude*





## 508 Compliance

**Presenter:** Milan Hatch, Instructional Systems Specialist, Management and Specialty Training Center (MSTC)

**Key Content Points:**

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**New Ideas:**

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## **Learning & Performance Symposium Rehabilitation Act (29 U.S.C. 794d), as amended by the Workforce Investment Act of 1998**

The Americans with Disabilities Act (ADA), which became law in 1990, is a civil rights law that prohibits discrimination against people with disabilities.

The ADA generally requires employers, state and local governments and places of public accommodation to offer reasonable services or tools to insure that people are not discriminated against on the basis of disability.

Basically it allows the use of electronic and information technology, regardless of the type of medium of the technology, for: (<http://www.section508.gov/Section-508-Of-The-Rehabilitation-Act>)

(i) individuals with disabilities who are Federal employees to have access to and use of information and data...

(ii) individuals with disabilities who are members of the public seeking information or services from a Federal department or agency to have access to and use of information and data...

The Department of Justice has written that the web can be considered a "place of public accommodation."

(<http://www.w3.org/WAI/EO/EO-Policy-USDOJ>)

99% of technology-based learning is conducted via Web (Internet/Intranet)

- LMS/TMS
- Web conferencing
- Webinars
- Mobile
- Social Media
- Virtual Environments
- Blended

<http://www.section508.gov/section-508-standards-guide>

- 16 elements for Web-based intranet and internet information and applications
- 3 elements for video and multimedia products.

§ 1194.22:

(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).

(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.

§ 1194.24:

(c) All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or [closed captioned](#).

§1194.22 (c)

Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.

Do not use color by itself to convey the importance of information. Use another indicator in addition to indicate the importance.

**Use this:**

Required Items with \*

**Not this:**

Required Items in RED

Further Resources:

[www.section508.gov](http://www.section508.gov)

[www.access-board.gov](http://www.access-board.gov)

<http://www.jimthatcher.com/webcourse1.htm>

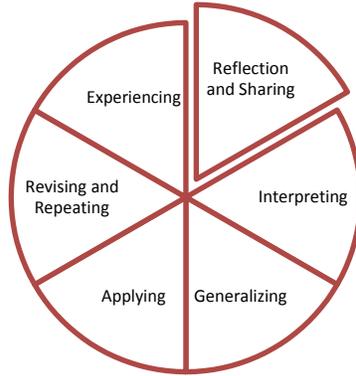
<http://www.telig.org/agenda>



Daily Digest

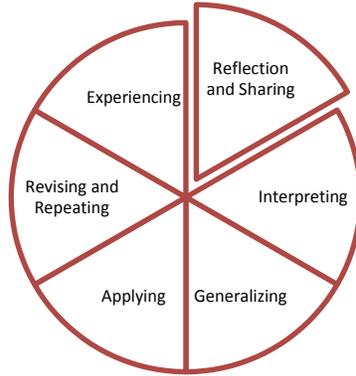
# Daily Digest

**Wednesday September 3, 2014**



# Daily Digest

**Thursday September 4, 2014**





## Collective Visioning



Collective Visioning

The Learning and Performance Initiative exemplifies a research informed systems approach to organizational development. We capacitate the field to build cultures of performance through leadership, innovation, and collaboration.



## Collective Visioning

The Learning and Performance Initiative exemplifies a research informed systems approach to organizational development. We capacitate the field to build cultures of performance through leadership, innovation, and collaboration.

The Field Training Initiative is the vehicle the Academy Division will utilize to deliver learning and curricula to the field in pursuit of this vision.

**You are a correctional program specialist at the Academy Division. Your new chief will be coming on board in one week. You have been tasked with presenting the new chief with a plan for operationalizing the Field Training Initiative.**

**The resources at your disposal are:**

**Current NIC curricula**

**Fellow NIC Staff**

**The NIC Information Center**

**A collaborative network of L&P Professionals**

**No additional budget will be forthcoming, but you may leverage resources from the network.**

**With your team mates, create a plan for the first year of the new FTI. Here are some questions to guide you in developing the plan.**

- 1. What resources are not listed that are available?**
- 2. What additional resources (except money) are necessary for success?**
- 3. What are your priorities for the next five years?**
- 4. What structure will you put in place for the initiative?**
- 5. Will you use work groups?**
- 6. What kind of work groups? i.e. a Symposium 2015 work group, forward thinking work group, steering group, needs assessment work group, curriculum development work group, etc.**
- 7. Will they be rotating or standing work groups?**
- 8. How will members be recruited, selected?**
- 9. How long will members serve?**
- 10. What products or services will be offered for delivery?**
- 11. What method will be used to partner with agencies for delivery and development of products and services?**
- 12. How will you prioritize delivery?**
- 13. How will you communicate with the field about the FTI?**
- 14. How will you recruit new members for the FTI?**
- 15. What is NIC's role in the FTI?**
- 16. What is the relationship between the CPS and the FTI members?**

**Now that you have a plan in place, develop a graphical representation (org chart / diagram, matrix) of the FTI for presentation to the larger group.**

LEADERSHIP., INNOVATION AND COLLABORATION



# Forty Forward

*Learning and Performance  
Symposium 2014*

LEADERSHIP, INNOVATION AND COLLABORATION



## Forty Forward

*Learning and Performance  
Symposium 2014*

# ***Next Steps . . .***

# *Where Do We Go From Here?*

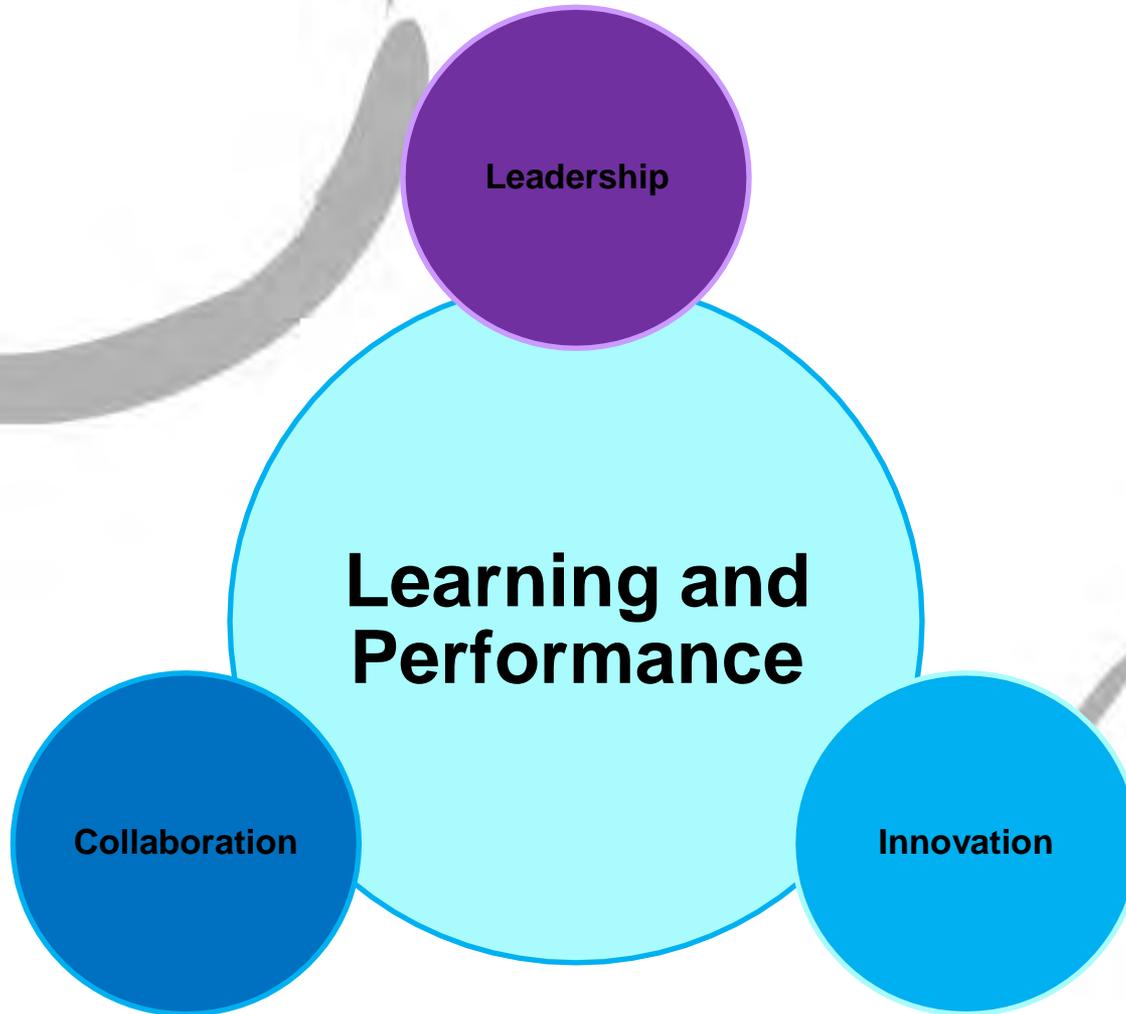


# Pockets Activity

***Use My Two Feet . . . To  
Show Interest In Next Steps***



# ***Personal Next Steps***



# One Word Essence . . .

- Table Group Caucus . . .
- ***One word*** that summarizes the essence of these 2.5 days . . .

## What Are My Personal Next Steps?

### Leadership

What leadership steps will I take, based upon what I now know about learning and performance?  
What will my first steps be? By when?

### Innovation

What innovations / changes in my personal behavior / performance will I pledge to make related to what I now know about learning and performance in my own job? How will I measure my impact?

### Collaboration

Who will I collaborate with within my own organization to make changes related to learning and performance? How will we measure our impact?



Coming Soon



Coming Soon

## **White Paper**

### **Corrections Learning from A to E: Analysis to Evaluation**

The purpose of this paper is to provide those responsible for learning and performance an overview of the importance of analysis and evaluation when designing and delivering learning to corrections staff. The ADDIE model of instructional system design (Analyze, Design, Develop, Implement, Evaluate) is the foundation of this paper. Emphasis is placed on analysis and evaluation as the bookends of the ADDIE model.

## **White Paper**

### **The Corrections Learning Organization**

The subject of leadership has been a topic of passionate study for centuries, evolving from fables and stories of a given leader's personality traits, ambitions, and achievements (or perhaps their shortcomings), to modern academic degree programs that explore leadership issues across a wide variety of organizational and life contexts. Today the need to understand effective leadership is greater than ever before. High performance teams require leaders who not only understand and can readily adapt to change, but who foster and inspire continuous learning and improvement among each and every member of the team. Put simply, leading an effective organization means leading a learning organization.

## **E-Course**

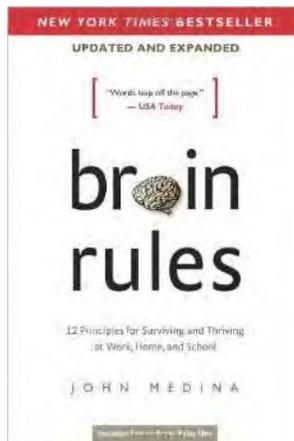
### **Introduction to Instructional Design**

The main purpose of the Introduction to Instructional Design course to provide new trainers in the corrections field with an overview of the ADDIE model of instructional design, the importance of effective design in learning transfer, and how the ADDIE model is used to guide the development of effective learning solutions. The course is designed as a primer for further instruction / development.

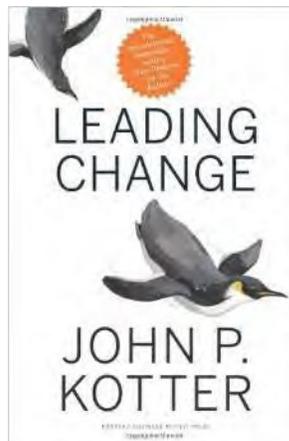


## Resources

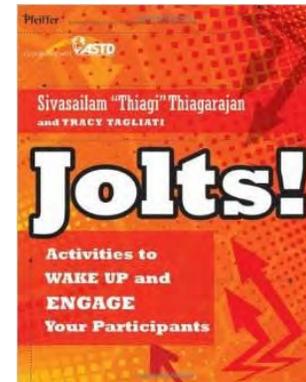
## Bernie's Favorite Learning and Performance Resources



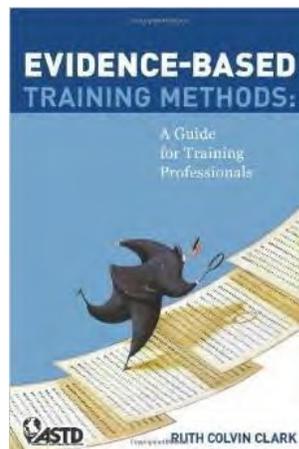
Medina, John. 2008. Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School.



Kotter, John P. 2012. Leading Change



Thiagarajan, Sivasailam "Thiagi". 2011. JOLTS! Activities to Wake Up and Engage Your Participants



Clark, Ruth Clovin, Ed.D. 2010. Evidence-Based Training Methods: A Guide for Training Professionals

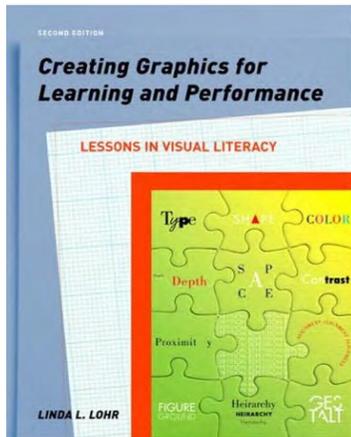
Association for Talent Development (ATD formerly ASTD). <http://www.astd.org/>

Chief Learning Officer. <http://www.clomedia.com/>

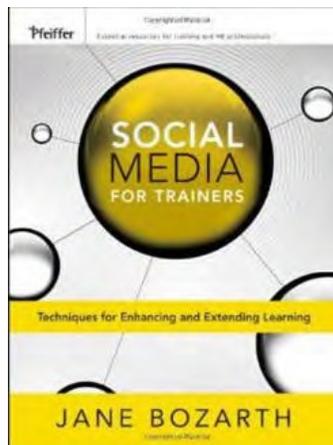
Training: The Source for Professional Development. <http://www.trainingmag.com/subscribe>

Desert Waters Correctional Outreach. <http://desertwaters.com/>

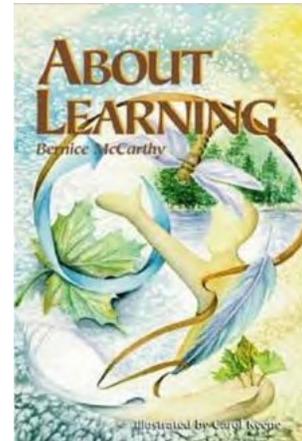
## Leslie's Favorite Learning and Performance Resources



Creating Graphics for Learning and Performance: Lessons in Visual Literacy  
Linda L. Lohr



Social Media for Trainers  
Jane Bozarth



About Learning  
Dr. Bernice McCarthy

**C4LPT – Jane Hart’s Centre for Learning and Performance Technologies.** Blogging since 2000, and a founding member of the Internet Time Alliance, Jane is also compiles and publishes the annual Top 100 Learning Tools List each year. Her website is packed with resources, articles and links to things she finds interesting. In February 2013, The Learning and Performance Institute presented Jane with the Colin Corder Award for Outstanding Contribution to Learning.

<http://c4lpt.co.uk/jane-hart>

**Big Dog and Little Dog’s Performance Juxtaposition** – Don Clark’s compendium website, which has been on the web since 1995. A great place to start your search! <http://nwlink.com/~donclark/learning/learning.html>

### Twitter.com or Twitter app on your Smart phone

- Search for Learning and Performance
- Follow L and P thought leaders and luminaries
- Participate in Learn Chat (Lrnchat@Lrnchat) – Where the topics of social media and learning meet each Thursday at 8:30pm ET/5:30pm PT on Twitter! Lrnchat.com
- Follow the twitter “rabbit trails” that result from following interesting L and P thought leaders to new resources!
- Follow some of the **100+ People Who Tweet About Workplace Learning and Performance** (thank you Jane Hart!) <http://c4lpt.co.uk/top-100-tweeters/>

## Amanda's Favorite Learning and Performance Resources



All-in-one dashboard for social media monitoring, analytics, and alerts.

<http://www.netvibes.com/en>

### Web Sites / Blogs that Feed My Dashboard

Teach Thought <http://www.teachthought.com/>

KappNotes <http://karlkapp.com/>

ATD GovLearning <http://www.astd.org/Publications/Blogs/GovLearning-Blog>

The Brain Blog <http://brainblog.acclivus.com/>

E-Learning 24/7 Blog <http://elearninfo247.com/>

David Kelly <http://davidkelly.me/blog/>

Think Outside the Slide <http://www.thinkoutsidetheslide.com/>

Barking up the Wrong Tree <http://www.bakadesuyo.com/>

Annie Murphy Paul <http://anniemurphypaul.com/>

Sources of Insight <http://sourcesofinsight.com/>

National Criminal Justice Reference Service <https://www.ncjrs.gov/>

Wired <http://www.wired.com/>

Bob Sutton Work Matters [http://bobsutton.typepad.com/my\\_weblog/](http://bobsutton.typepad.com/my_weblog/)

E-Learning Queen <http://elearnqueen.blogspot.com/>

## Michael's Favorite Learning and Performance Resources



**Google Scholar**

<http://scholar.google.com/>



**My local library**

<http://jefferson.lib.co.us/>

## Ask NIC

**NIC Information Center**

<http://nicic.gov/>



## Scott's Favorite Learning and Performance Resources



**How to HTML, CSS, JavaScript**

<http://www.w3schools.com/>



**Section 508 Reference Guide E-Learning and Multimedia**

<http://www.uspto.gov/about/offices/cio/section508/06elearning.jsp>



**Stat Trek - Statistics and Probability (tutorials, tools, and calculators)**

<http://stattrek.com/>



**Commonly used Excel formulas**

<http://office.microsoft.com/en-us/excel-help/examples-of-commonly-used-formulas-HP005200127.aspx>





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# Annotated Bibliography

## Workplace Learning

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# Workplace Learning Annotated Bibliography

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## Contents

Introduction.....	2
What is workplace learning? .....	3
Online Readings and Resources.....	3
Books .....	5
Journal Literature .....	8
Why workplace learning and why now?.....	11
Online Readings and Resources.....	11
Books .....	12
Journal Literature .....	14
How do you implement workplace learning?.....	17
Online Readings and Resources.....	17
Books .....	21
Journal Literature.....	24
How has workplace learning been implemented?.....	28
Online Readings and Resources.....	28
Books .....	29
Journal Literature .....	31

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## Introduction

You might be asking yourself “Why an annotated bibliography on Workplace Learning and why now?” And that’s a fine question to ask! So much has changed just in the last 10 years in the area of what we know and understand about how people learn and how it applies in our human work places<sup>1</sup>.

We’ve organized this annotated bibliography about Workplace Learning, including online readings and resources, books and journals to answer the following . . .

- What Is Workplace Learning?
- Why Workplace Learning and Why Now?
- How Do You Implement Workplace Learning?
- How Has Workplace Learning Been Implemented?

We invite you to explore and see how these resources can assist you in building your organization into a dynamic and flexible one, capable of meeting contemporary challenges.

Be sure and check out NIC’s other Workplace Learning resources on our WPL project page at <http://nicic.gov/TrainingDesignDevelopment>, including NIC’s Learning Center at <http://nic.learn.com>

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<sup>1</sup> **How People Learn: Brain, Mind, Experience and School.** John D. Bransford, Ann L. Brown and Rodney R. Cocking, editors National Academies Press; 1st edition (September 15, 2000).

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# What is workplace learning?

## Online Readings and Resources

Stats on Workplace Learning » Marcia Conner. (n.d.). Retrieved December 4, 2013, from <http://marciaconner.com/blog/workplace-learning-stats/>

This blog provides statistics on workplace learning and the training industry for areas such as: training expenditures, number of learning hours, spending by mature companies, and spending for social learning.

Hall, Amanda. December 2012. "Corrections Learning and Performance: A Vision for the 21<sup>st</sup> Century." <http://static.nicic.gov/Library/026506.pdf>

Anyone involved or interested in the future of learning and performance in corrections should read this publication. "This white paper focuses on learning and performance challenges in the 21st century including the role of technology in learning programs and the incorporation of evidence-based practices into program design and delivery. The paper offers an extensive review of learning research in the areas of theory, learners, learning organizations, instructional design, program design, delivery methods and modalities, learning transfer, and program assessment" (p. 2). Sections following an abstract include: the background of the National Institute of Corrections (NIC) Academy; exploring and addressing challenges facing correctional learning professionals; research and theory—evidence-based practices; learners and learning; learning professionals; learning organizations; instructional design; methods and modality; transfer; assessment; and how to make and promote change. Appendixes cover theoretical models and implications for learning programs; the American Society for Training and Development (ASTD) Competency Model; and terms used (glossary).

Hart, Jane. May 7, 2010. "5 Stages of Workplace Learning," *Social Media for Working & Learning*, <http://janeknight.typepad.com/socialmedia/2010/05/5-stages-of-workplace-learning.html>, accessed August 16, 2010.

Jane Hart briefly describes what she sees as the stages of workplace learning and where most organizations fall, as well as provides an accompanying diagram illustrating the components of each stage. Hart also references other posts discussing stage 5, "collaborative learning/working," along with a reworked model of "Workscape Evolution" constructed by a colleague. Hart is a consultant known for her work in using technology in education, particularly social media. She is also the founder of the Center for Learning & Performance Technologies (<http://c4lpt.co.uk/>) whose website provides a wealth of resources on learning and social media.

Jennings, Charles. June 19, 2010. "Real Learning – Let's Not Confuse It with Completing Templated Exercises," *Improving Performance Through Learning Innovation*, <http://charles-jennings.blogspot.com/2010/06/real-learning-lets-not-confuse-it-with.html>, accessed August 16, 2010.

In response to a workplace learning blog post on traditional training design, development and Learning Management Systems (LMS), Jennings argues that compliance training should not be confused with "real learning" which is often the case. An LMS is designed to capture compliance training, not real learning which occurs within the "doing" of one's job. Jennings points out that trainers need to be able to use tools that fit their type of training and goals instead of fitting them to a predefined tool like an LMS. Jennings is a well-known and respected consultant in the field of workplace learning and blogs regularly on learning and performance topics.

Maddock, G. Michael, and Raphael Louis Vitn. February 17, 2010. "Knowing vs. Learning," *Bloomberg Businessweek*, [http://www.businessweek.com/managing/content/jan2010/ca20100119\\_962696.htm](http://www.businessweek.com/managing/content/jan2010/ca20100119_962696.htm), accessed August 13, 2010.

Authors Maddock and Vitn explain why individual and organizational learning creates an innovative culture in comparison to individual and organizational "knowing." The authors associate learning with outcomes, explaining leaders who are willing to learn can create dynamic environments where shortcomings and lack of knowledge only motivates them to fill the gaps with learning. The authors are CEO and president of a consultant business that coaches businesses through the process of getting new products into the market.

Overton, Laura. July 23, 2010. "Is the Formal Training Room Obsolete?," *TrainingZone*, <http://www.trainingzone.co.uk/topic/learning-technologies/formal-training-room-obsolete/143936>, accessed August 2, 2010.

Overton's blog post on workplace learning is not a declaration that that classroom is dead but is instead something that can be enhanced with online tools. Barriers to formal classroom training such as not being able to meet "just-in-time" training needs along with time restraints are discussed. The article suggests positive ways in which organizations can integrate training innovations with traditional training. Laura Overton is the managing director of a non-profit organization involved with learning and technology.

Sfard, Anna. 1998. "On Two Metaphors for Learning and the Dangers of Choosing Just One." *Educational Researcher* 27(2):4-13. Retrieved from <https://www.msu.edu/~sfard/two%20metaphors.pdf>.

Professor Sfard, associated with the Institute of Education, University of London (among other universities), explores the ways in which we think of learning as either something to

be acquired or something in which we participate. Although Sfard's abstract describes her goal as neither defending one model over another, she does focus much of the article exploring a degree of validity to the "Acquisition Metaphor." Her conclusion, however, is that the cultural strength of metaphor leads our efforts in a particular area and is reason enough to embrace more than one learning model so as not to risk excluding other models and their individual advantages.

Vaughan, Karen. 2008. "Workplace Learning: A Literature Review." Retrieved from <http://akoaooteaeroa.ac.nz/download/ng/file/group-189/n1575-workplace-learning-a-literature-review.pdf>.

This report was prepared by the New Zealand Council for Educational Research for a food and manufacturing company to outline the practice of workplace learning as well as best practices. Vaughan recognizes that the field of workplace learning borrows from other areas of study such as management, learning and human resource theory. By selectively reviewing the literature on this topic, the report gives a concise and excellent overview of workplace learning that can be understood by anyone interested in how learning can be accomplished at the workplace. The author provides clear charts and tables that illustrate complex concepts and is particularly useful when outlining best practices.

## Books

Argyris, Chris and Donald A. Schön. 1978. *Organizational Learning: A Theory of Action Perspective*. Reading, MA: Addison Wesley.

The authors approach organizational learning with an "intervention-oriented" perspective. The book is divided into four parts: Part 1 – what is organizational learning, Part 2 – how organizations facilitate single-loop learning and inhibit double-loop, Part 3 – describes a model of a double-loop learning system, and Part 4 – examines six cases with alternative approaches to intervention.

Biech, Elaine. 2005. *Training for Dummies*. Indianapolis, IN: Wiley Publishing.

This book covers the basics of training in six parts: what is training and what does a trainer do; how to design training for the learner; how to deliver a successful training; keys to evaluation and the need for follow-up; the importance of being a lifelong learner; and six concise chapters with tips, techniques, and tidbits on training.

Biech, Elaine. 2008. *ASTD Handbook for Workplace Learning Professionals*. Baltimore, MD: ASTD Press.

The ASTD handbook covers the major elements of workplace learning written by professionals considered experts in their field. Sections include: perspectives on learning in

the workplace; assessing and analyzing needs; designing, developing and delivering learning; measuring and evaluating learning; and applying and managing learning in the workplace. This handbook is not necessarily application-based, but instead gives those interested in the topic a solid theoretical grounding in what comprises workplace learning and why these issues are important to contemporary organizations and companies. Editor Elaine Biech has worked in this area of study for over 30 years and whose consulting company assists organizations transition through large scale change.

Boud, David and John Garrick. 2001. *Understanding Learning at Work*. Taylor & Francis e-Library. [http://books.google.ca/books/about/Understanding\\_Learning\\_at\\_Work.html?id=QYz24vQONxIC](http://books.google.ca/books/about/Understanding_Learning_at_Work.html?id=QYz24vQONxIC)

This book contains 14 articles on learning and work that focus on the following: (1) expectations about learning at work into the next century; (2) learning theories, practice, and performance implications; (3) the relationship between workplace learning and other forms of life-long education; (4) international developments in competency-based approaches to learning and assessment; and (5) the influence of language, power, culture, and gender upon the construction of learning. The following articles are included: "Understandings of Workplace Learning" (David Boud, John Garrick); "The Changing Contexts of Work" (Catherine Casey); "Learning to Work and Working to Learn" (Ronald Barnett); "New Dimensions in the Dynamics of Learning and Knowledge" (Judith Matthews, Philip Candy); "Finding a Good Theory of Workplace Learning" (Paul Hager); "Past the Guru and up the Garden Path: The New Organic Management Learning" (David Beckett); "Gendered Workers and Gendered Work: Implications for Women's Learning" (Belinda Probert); "Culture and Difference in Workplace Learning" (Nicky Solomon); "Technologising Equity: The Politics and Practices of Work-Related Learning" (Elaine Butler); "Guided Learning at Work" (Stephen Billett); "Is Learning Transferable?" (Mark Tennant); "Competency-based Learning: A Dubious Past--An Assured Future?" (Andrew Gonczi); "Envisioning New Organizations for Learning" (Victoria Marsick, Karen Watkins); and "The Dominant Discourses of Learning at Work" (John Garrick). [Abstract from ERIC]

Hager, Paul. 2005. "Current Theories in Workplace Learning: A Critical Assessment." In Nina Bascia (ed.), *International Handbook of Educational Policy*. Dordrecht, NL: Springer, vol.13, pp. 829-46.

Hager, Associate Professor of business at the University of Technology (Sydney), gives a succinct and thorough historical context to workplace learning. He addresses how past issues have evolved into a few salient issues: our understating of how to best learn; individual learning versus learning that occurs within a group; learning through observing and participation versus formal classroom learning; and organizational environments that best facilitate learning in the workplace. The historical background and contemporary issues in the field offered by Hager can be appreciated by anyone interested in this area of study, through there are sections that might be difficult for those with no background on

particular theoretical issues. It may interest some to read the entire Section 5 of this publication which is dedicated to topics in workplace learning.

Kouzes, Jim and Barry Posner. 1995. *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations* (2nd ed.). San Francisco: Jossey-Bass.

Citing Kouzes and Posner, “*The Leadership Challenge* is about how leaders get extraordinary things done in organizations. It’s about the practices leaders use to turn challenging opportunities into remarkable successes.” This second edition is expanded with interviews and a questionnaire survey of more than 3000 leaders. Chapters cover five fundamental practices of exemplary leadership: challenge the status quo; inspire a shared vision; enable others to act; model the way forward; and encourage the heart.

Knowles, Malcolm S., Elwood F. Holton III, and Richard A. Swanson. 2011. *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (7<sup>th</sup> ed.). Burlington, MA: Elsevier.

Now in its seventh edition, Knowles’ *The Adult Learner* is one of the seminal works in the field of adult education. This edition has been updated by two experts in the field to incorporate recent research in educating adults. The sections in the original text have been preserved and which include: principles of andragogy and learning theory, current practice, and further readings. Knowles is known for developing the theory of andragogy, learner-centered education, within the field of adult education as well as the human resource development style inventory, both of which are covered in this text. The later will be particularly useful to trainers who work with adults.

Rothwell, William. 2005. *Beyond Training and Development: The Groundbreaking Classic on Human Performance Enhancement*, 2d ed. New York: AMACOM.

First published in 1996, this revised handbook on the components of human performance evaluation (HPE) has been revised to incorporate current thinking in the field. Closely associated with workplace learning, the focus of HPE is to move from training for the sake of training to training for performance. The author opens the book with a well-grounded explanation of what HPE is and how it relates to performance in the workplace. The remaining sections broadly address issues such as how to analyze performance issues in your organization, how to improve those areas, and evaluating your efforts. Each section begins by describing important aspects of how to think about these training issues in a more effective way.

Raelin, Joseph A. 2008. *Work-Based Learning: Bridging Knowledge and Action in the Workplace*, Revised ed. San Francisco: Jossey-Bass.

Within the field of workplace learning there are multiple learning strategies: action learning, communities of practice, etc. In Raelin's work, he describes each strategy, beginning the volume with an explanation of why workplace learning is important and what it is composed of. This is a revised edition of a 2000 publication that addresses new research and developments in the field such as virtual team learning, global action learning and collaborative leadership. The book proves to be a good introduction to learning styles to those who are unfamiliar with them as well as a practical guide to implementing workplace learning.

Swanson, Richard A., and Elwood F. Holton. 2009. *Foundations of Human Resource Development*, 2d ed. San Francisco: Berrett-Koehler Publishers.

With learning and performance at its core, it is easy to see why human resource development (HRD) is a closely related discipline to workplace learning. Swanson and Holton, both professors in the field of HRD and education respectively, introduce the discipline by way of its close association to other fields. An in-depth chapter is dedicated to using training and development to create expertise within the workplace. The remaining chapters on individual and organizational performance will be helpful to any training professional. Now in its second edition, the first publication of this title won the Book of the Year Award from the Academy of Human Resource Development.

Tight, Malcolm. 2003. *Key Concepts in Adult Education and Training*, 2d ed. New York: Routledge.

Best used as a reference for either new or even long-time professionals, Tight's publication takes numerous educational and training concepts and categorizes them together with short introductions on each concept. In a field such as workplace learning, where numerous disciplines such as human resource development, organizational learning, and educational concepts such as andragogy and experiential learning are closely intertwined, a book such as this will quickly give a trainer their bearings along with providing references to related publications. Tight is a British professor of education.

### Journal Literature

Baldwin, T.T. and K.J. Ford. 1988. "Transfer of Training: A Review and Directions for Future Research." *Personnel Psychology* 41: 63-105.

Transfer of training is of paramount concern for training researchers and practitioners. Despite research efforts, there is a growing concern over the "transfer problem." The purpose of this paper is to provide a critique of the existing transfer research and to suggest directions for future research investigations. The conditions of transfer include both the generalization of learned material to the job and the maintenance of trained skills over a period of time on the job. The existing research examining the effects of training design, trainee, and work-environment factors on conditions of transfer is reviewed and critiqued.

Research gaps identified from the review include the need to (1) test various operationalizations of training design and work-environment factors that have been posited as having an impact on transfer and (2) develop a framework for conducting research on the effects of trainee characteristics on transfer. Needed advancements in the conceptualization and operationalization of the criterion of transfer are also discussed. (Journal abstract)

Cheng, Eddie W. L., and Ian Hampson. 2008 "Transfer of Training: A Review and New Insights." *International Journal of Management Reviews* 10(4):327-341.

Within the field of workplace learning, the idea of simply "transferring" knowledge has been replaced with various approaches to learning. However, within any learning environment knowledge transfer is still an important element and continues to be articulated by organizations through policies involving training and performance. Cheng reviews the literature on traditional transfer theory and discusses gaps in research that show transferring knowledge into practice is still an important issue when considering training outcomes. (Full article available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2370.2007.00230.x/abstract>)

Dailey, Nancy. 1984. "Adult Learning and Organizations." *Training & Development Journal* 38(12):64.

Dailey addresses two learning models that define organizational learning and culture, pedagogical and andragogical, and the ways in which they hinder or facilitate learning within an organization. Pedagogy, a highly structured, authority-based model associated with traditional bureaucracies is contrasted with andragogy, an open, more flexible and creative model that facilitates learning. A comparative table of the two theories is provided and serves as a good primer for these models which are often associated with learning in organizations.

Fenwick, Tara. 2008. "Workplace Learning: Emerging Trends and New Perspectives." *New Directions for Adult & Continuing Education* 119(Fall):17-26.

Fenwick identifies two persistent questions pertaining to workplace learning: problem solving in the workplace and group learning. She continues on to explore the shifting outlook from learning as simply acquiring new skills to what has been termed "communities of practice"; the growing importance of individuals' workplace identities and how one becomes "literate" in their community of practice; and how power relations relate to and influence workplace learning. This is a brief but thorough overview of current issues that continue to develop in the field that anyone with even a basic understanding of workplace learning will appreciate. Tara Fenwick is Associate Professor of Adult Education at the University of Alberta and has published widely in the area of workplace learning,

professional lifelong learning and teacher development. (Full article available at: <http://onlinelibrary.wiley.com/doi/10.1002/ace.302/abstract>)

Hager, Paul. 2004. "Conceptions of Learning and Understanding Learning at Work." *Studies in Continuing Education* 26(1):3-17.

One of the essential aspects of workplace learning, viewing learning as a process rather than a product, is discussed. Hager argues that workplace learning is a much more complex and rich system compared to the more common perception of learning as "unproblematic." He explains the various problems associated with the "learning as product" view and provides response to each using current educational thought. Hager also includes an in-depth look at how learning is currently viewed, which will provide any reader with a solid grounding in its relationship to workplace learning. (Full article available at: <http://www.tandfonline.com/doi/abs/10.1080/158037042000199434>)

*Journal of Workplace Learning*. Bingley, UK: Emerald Group Publishing Limited.

Published eight times annually, this publication focuses on issues surrounding learning, knowledge management and training. Content is research based and the publication overall is intended to show the benefits of taking a well-informed perspective when applying workplace learning concepts. Anyone involved in training and development will find this journal to be informative along with having practical applications. (Journal available at: <http://www.emeraldinsight.com/products/journals/journals.htm?id=jwl>)

Wilkins, David. 2009. "Learning 2.0 and Workplace Communities." *T+D* 63(4):28.

Learning 2.0 is a contemporary model of learning generally termed "social learning," that includes embedded, wrapped and community learning. Wilkins argues that social learning should not be pursued as something to replace formal learning models, but something to be integrated and ultimately enhancing formal strategies. Giving a definition and brief overview of each model, the author explains the benefits of each. Wilkins is the senior director of a social software learning company. (Full article available at: <http://www.astd.org/Publications/Newsletters/Learning-Circuits/Learning-Circuits-Archives/2009/08/Learning-20-and-Workplace-Communities>)

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# Why workplace learning and why now?

## Online Readings and Resources

Downes, Stephen. (2005, October 15). E-Learning 2.0. Message posted to <http://www.downes.ca/post/31741>.

This article covers the current state of e-learning today, trends for the future, the impact of Web 2.0, and what E-Learning 2.0 does and will look like.

Gram, Tom. March, 9, 2009. "The Big Question: Workplace Learning in 10 Years," *Performance by Design*, <http://gramconsulting.com/2009/03/the-big-question/>, accessed August 17, 2010.

In response to The Learning Circuits Blog "question of the month" posed to thought leaders in the area of workplace learning, Gram discusses what training will look like in the future. In the spirit of Peter Drucker's notion of predicting the future by creating it, Gram looks at what direction training should be taking instead of what direction training seems to heading. The author cites eight hopeful possibilities for the future of training, some of which include less formal training and more informal learning, merging work and learning, and less measurement focus and more process data focus. Tom Gram is a performance consultant who works with organizations to improve their workplace learning and technology use.

Hart, Jane. Updated September 27, 2010. "State of Learning in the Workplace Today." *Centre for Learning and Performance*, <http://www.slideshare.net/janehart/the-state-of-learning-in-the-workplace-today>, accessed August 3, 2010.

In Hart's account of the current state and future of workplace learning, she discusses what it has consisted of in the past and what training currently looks like for most businesses and organizations. Hart also outlines trends that will influence training in the future: financial pressures, informal learning, worker autonomy, dynamic learning, the social media revolution, IT consumerism, inadequate learning systems, new learning approaches, lessening confidence in training and development, and new business models. Heart is a consultant known for her work in using technology in education, particularly social media. She is also the founder of the Center for Learning & Performance Technologies (<http://c4lpt.co.uk/>) whose website provides a wealth of resources on learning and social media.

Hart, Jane. Updated July 5, 2013. "The Workplace Learning Revolution." *Centre for Learning and Performance*, <http://c4lpt.co.uk/new-workplace-learning/>, accessed October 29, 2013.

"This free mini-ebook version shows how the Internet has dramatically changed the way we live, and is now changing the way we learn."

Jarche, Harold. October 21, 2009. "The Future of the Training Department," *Life in Perpetual Beta*, <http://www.jarche.com/2009/10/the-future-of-the-training-department-2/>, accessed August 17, 2010.

Jarche's article opens with a brief history of how work has been traditionally organized and what that has meant for training and training departments in particular. Three aspects of training are now shifting: the degree of complexity of both work and the workplace; an inversion of the organizational pyramid; and growing acceptance of alternate and different models of learning. Harold Jorche works extensively with organizations on issues such as organizational change involving workplace learning and technology.

Jennings, Charles. 2010. "Learning on the Job." *Global Focus* 4(1), [http://www.efmd.org/images/stories/efmd/globalfocus10/Issue\\_1\\_2010\\_cjennings.pdf](http://www.efmd.org/images/stories/efmd/globalfocus10/Issue_1_2010_cjennings.pdf), accessed August 2, 2010.

In response to financial restraints along with developments in educational technology, business is relooking at workplace learning. Learning in the workplace for the past century has depended on a formal model of classroom based learning, but new models of learning have arisen with an emphasis on "just-in-time" learning. Jennings highlights the importance of continuous learning in a world where 40% of workers are "knowledge workers" and learning on an ongoing basis is even more important. Jennings is a well-known and respected consultant in the field of workplace learning and blogs regularly on learning and performance topics.

Vander Ark, Tom. April 3, 2010. "The 3x5 Learning Revolution," *Huffington Post*, [http://www.huffingtonpost.com/tom-vander-ark/the-3x5-learning-revoluti\\_b\\_524184.html](http://www.huffingtonpost.com/tom-vander-ark/the-3x5-learning-revoluti_b_524184.html), accessed August 2, 2010.

If anything will change learning, technology will. That is essentially the position that Vander Ark takes in his article in the Huffington Post. He lists 15 technological drivers, shifts and contexts that have already transformed other industries and which will increasingly influence learning. This article serves a short and concise checklist of technologies trainers should be aware of and with which possibly enhancing their training. Vander Ark highlights some important issues that will be facing corporate trainers such as individualized learning and digital natives. Vander Ark is a partner in an education firm and writes extensively at his blog [www.EdReformer.com](http://www.EdReformer.com).

## Books

Ashton, D. N., and Johnny Sung. 2002. *Supporting Workplace Learning for High Performance Working*. Geneva: International Labour Office.

Ashton and Sung cite two strategic reasons for supporting workplace learning. The first is the increased demand in the workforce for highly technical and professional workers, which has outpaced supply. They also discuss the trend toward high performance organizations (HPWOs) where continual learning is expected and supported by management. Evidence of the value of workplace learning is provided in two studies that cite higher productivity for HPWO companies as well as increasing the skills for workers.

Clawson, James G., and Marcia Conner. 2004. *Creating a Learning Culture: Strategy, Technology, and Practice*. New York: Cambridge University Press.

With less hierarchy in organizational structures and growing reliance on individual leadership and collaboration, the authors of *Creating a Learning Culture* focus on the importance of learning each day and in all situations. Contributors from leading companies, such as Xerox and Home Depot, provide examples of different successful approaches to learning at work. These approaches are aimed at workers at all levels of the organization and those operating in a low or unstructured environment.

Elkeles, Tamar, and Jack Philips. 2006. *The Chief Learning Officer: Driving Value within a Changing Organization through Learning and Development*. Oxford: Butterworth-Heinemann.

In an uncertain economy and a highly competitive business climate, Elkeles and Philips stress the importance of focusing limited learning resources on meeting critical business goals. Nine strategies are provided detailing how the Chief Learning Officer (CLO) can add significant value to the organization through workplace learning. To make learning programs successful, CLOs must align with business measures, such as innovation and return on investment.

Israelite, Larry. 2006. *Lies About Learning: Leading Executives Separate Truth from Fiction In a \$100 Billion Industry*. Alexandria, VA: ASTD Press.

In almost any training discussion, invariably the topic of evaluation, results or return on investment arise. To be able to somehow probe the insights of executives on these and other workplace learning topics would be invaluable to any trainer. This is exactly what Israelite has done with *Lies About Learning* by soliciting those exact insights from 12 high-level executives. Topics or “lies” covered in the text include learners, training design, chief learning officers, consultants, managing training, e-learning and technology. Israelite himself is the Director of Human Resource Development at Liberty Mutual Group.

Kirkpatrick, James D. and Wendy Kayser Kirkpatrick. 2010. *Training on Trial: How Workplace Learning Must Reinvent Itself to Remain Relevant*. New York: AMACOM.

Comparing the defense of training to a defendant’s case in a trial, *Training on Trial* argues that workplace learning must better align with business strategies to remain viable.

Without this alignment, training is seen as a cost center and is at constant risk of budget cuts. To ensure training departments are successful once aligned, a “four-level evaluation model” is provided for measuring training programs, with particular focus on the degree to which training goals are met and why particular programs succeed.

Malloch, Margaret, Len Cairns, Karen Evans, and Bridget N. O’Conner. 2010. *The SAGE Handbook of Workplace Learning*. London: SAGE Publications.

This SAGE Handbook provides a state-of-the-art overview of the field of workplace learning internationally. The assembled authors are all well-placed theoreticians, researchers and practitioners in this burgeoning field of educational endeavor which is now across higher education, vocational education and training, post-compulsory secondary schooling and lifelong education. The premise of the volume is that it is both timely and necessary for a broad based, yet incisive analysis of the range of theory, research and practical developments in this now prominent field of educational activity. (Abstract from Introduction)

Rothwell, William J., John Edwin Lindholm, and William G. Wallick. 2003. *What CEOs Expect From Corporate Training: Building Workplace Learning and Performance Initiatives That Advance Organizational Goals*. New York: AMACOM.

This publication comprises interviews from CEOs throughout across industries on today’s business challenges and provides a framework for how workplace learning can help meet business goals. The CEOs interviewed also give their perspective on the success or failure of past workplace learning initiatives and the different roles managers, analysts and developers play in learning programs. Finally, guidelines are provided on how to create an action plan for workplace learning with these roles in mind.

## Journal Literature

Ananiadou, Katerina, Andrew Jenkins, and Alison Wolf. 2004. “Basic Skills and Workplace Learning: What Do We Actually Know About Their Benefits?” *Studies in Continuing Education* 26(2):289.

In anticipation of a demand for higher skilled workers by the year 2030, this paper provides a literature review focusing on the impact of both workplace learning and basic skills on wages and employment. This study of the literature is specifically aimed at individual training and distinguishes between training provided by the employer and outside training with employer training having a more notable positive effect. The results show workplace learning having a significant positive influence on wages, however, basic skills training does not show a correlation to increased wages or higher chances of employment. (Full article

available at:

<http://www.tandfonline.com/doi/abs/10.1080/158037042000225263?journalCode=csce20>

Broad, Mary L. 1982. "Management Actions to Support Transfer of Training." *Training and Development Journal* 36(5):124-130.

Reports results of a questionnaire which asked human resource development leaders to identify and rate the importance of actions management can take to support the transfer of training to the job. The categories of actions were upper management involvement, pretraining preparation, support during training, job linkage, and followup. (Abstract from ERIC: Education Resources Information Center)

Davenport, Rex. 2006. "Future of the Profession." *T+D* 60(1):41.

*T+D* editor Rex Davenport outlines the case for a commitment to workplace learning, advocating a model of learning while doing rather than formal training. Not only are more companies increasingly supporting the concept, but the future is geared toward continuous learning in the workplace. Learners willing to learn when the need presents itself will benefit more than those simply participating in company training. The article presents interesting statistics, including delivery of training and dollars spent in the area of workplace learning.

Hayes, Thomas J. 2001. "Evidence of Effectiveness in Training Programs." *American Jails* 15(2):73.

This article focuses specifically on workplace learning in corrections. Benefits of workplace learning are provided relative to corrections officers, inmates and the public. Liability reduction is noted as the area of workplace learning that requires the most rigor with a strong need for effective evaluation of training results. Academic and procedural training are also discussed, but require less proof of training effectiveness.

How MOOCs Will Revolutionize Corporate Learning And Development - Forbes. (n.d.). Retrieved December 4, 2013, from <http://www.forbes.com/sites/jeannemeister/2013/08/13/how-moocs-will-revolutionize-corporate-learning-development/>

Jeanne Meister's blog post covers the history, definition, key elements, and potential value of MOOCs in corporate learning.

INFOGRAPHIC: Why Mobile Learning is the Future of Workplace Learning - WiredAcademic. (n.d.). Retrieved December 4, 2013, from <http://www.wiredacademic.com/2013/04/infographic-why-mobile-learning-is-the-future-of-workplace-learning/>

This infographic on mobile learning covers the trends in a "mobile world", the changing workplace, and the opportunity for mobile learning at work.

Rowden, Robert W., and Clyde T. Conine. 2004. "The Relationship Between Workplace Learning and Job Satisfaction in U.S. Small Commercial Banks." *Journal of Business and Entrepreneurship* 17(4):215, <http://onlinelibrary.wiley.com/doi/10.1002/hrdq.1041/citedby>, accessed September 15, 2010.

Rowden and Conine discuss the value of workplace learning, by focusing on the effect it can have on job satisfaction. By studying small businesses, they provide research on a segment of workplace learning employees which have been typically ignored. Both formal and informal learning are reviewed along with the expenditures for both types of learning. Results show a strong relationship between workplace learning and nine distinct aspects of job satisfaction.

Sussman, Dan. 2005. "What HPLOs Know." *T+D* 59(8):35.

From a 2004 study, consultant group Accenture Learning identified high-performing learning organizations and outlined seven traits they shared. The report discusses issues such as aligning training objectives with business objectives, measuring the training's impact, creating value through innovative learning opportunities and marketing that value, using blended learning techniques to broaden employees learning interactions.

Wadhwa, Vivek. March 27, 2010. "Why America Needs to Start Educating Its Workforce Again," *TechCrunch*, <http://techcrunch.com/2010/03/27/why-america-needs-to-start-investing-in-its-workforce-again-2/>, accessed August 2, 2010.

Citing both IBM's approach in the 1940s-1970s and India's approach today, Wadhwa's article makes the argument that workplace learning is critical to retaining workers and growing businesses in a competitive environment. Five Indian IT companies use intensive entry level and ongoing training to raise below-par college graduates to required levels and to develop future managers and leaders. These companies are shown to have lower employee turn-over and higher industry growth rates when compared to Silicon Valley.

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# How do you implement workplace learning?

## Online Readings and Resources

ASTD Certification Institute. 2011. *Social Learning Update to the CPLP Candidate Bulletin*. Retrieved from <http://www.astd.org/Certification/For-Candidates/~media/Files/Certification/Competency%20Model/SocialLearning1.ashx>

This update “explores the use of social media and social learning tools in the workplace and how they change the landscape of the learning and performance field”. Main sections are described as: Identify the uses and benefits, application, advantages, and disadvantages of social learning technologies; Discuss the barriers to implementing and gaining acceptance of social learning technologies; Explain strategies to influence others & increase acceptance of social learning tools; and Indicate approaches for increasing user adoption.

Bozarthzone. <http://bozarthzone.blogspot.com/>.

Jane Bozarth’s blog, *Bozarthzone*, is dedicated to issues involving e-learning and training and development issues. Bozarth is a prolific writer in the area of technology and training, with well-known titles to her credit such as *Better Than Bullet Points*, *From Analysis to Evaluation*, *E-learning Solutions on a Shoestring* and *Social Media for Trainers*. Bozarth also contributes to numerous other training websites including a monthly article column in the online *Learning Solutions Magazine*.

Bozarth, Jane. 2010 “Nuts and Bolts: Getting Management Support for Training.” *Learning Solutions Magazine*, <http://www.learningsolutionsmag.com/articles/484/nuts-and-bolts-getting-management-support-for-training>, accessed August 2, 2010.

Bozarth, a well-known consultant, writer and blogger on e-learning and learning in the workplace, notes that often learners return to their workplace and encounter barriers from managers in transforming their training into performance. She offers nine tips for trainers to overcome these barriers starting as early as the development phase of training. Many of her suggestions involve engaging managers throughout the process of training from development to marketing to evaluation. Bozarth is well known and respected in the training field and has published extensively on this topic both in print and online.

Clark, Ruth Colvin. (2012, July 16). Blended Learning is Better Than Instructor-Led or Online Learning Alone. Message posted to <http://www.astd.org/Publications/Blogs/L-and-D-Blog/2012/07/Blended-Learning-Is-Better-Than-Instructor-Led-or-Online-Learning-Alone.aspx>

This blog post compares training delivery approaches, referencing a 2010 study on the effectiveness of face-to-face instructor-led training, online learning, and blends of both. The author notes the study results show blends to be more effective and discusses why.

“Drilling to the Core of Training and Education.” Accessed December 4, 2013.

*<http://www.astd.org/Digital-Resources/Podcasts/TD/2013/09/Drilling-to-the-Core-of-Training-and-Education>*.

This podcast from ASTD covers how an oil company “facing a wave of retirements and a shortage of experienced replacements...developed a comprehensive development program for employees at all stages of their careers”.

“From Research to Application: The Case for Learning and Performance.” 2013.

*<http://nicic.gov/Library/026893>*.

Are you interested in getting more bang for your training buck? Leveraging the impact of your training department? Being effective with the training you prepare for, design, deliver and transfer into the workplace? Following the science of learning into practice? And you know that "content covered is not content learned?" Then this blended, interactive training broadcast / experience can assist with a transformation of your training department / unit into a center of learning and performance that can directly impact employee on-the-job performance. During this national training program sponsored and broadcast by the National Institute of Corrections on January 16 and 17, 2013, facilitators will: Identify the role of the agency leadership, agency supervisor, trainer and learner in preparation for training and the influence that role has on performance; Explore the research regarding the management of content and its impact on learning and performance; Explore the importance of providing learners the opportunity to practice new skills and knowledge and the effect that has on performance; and Discover the connections between performance expectations, evaluation and transfer of learning and how they affect the learner. Also included are the Facilitator Manual, Participant Guide, and PowerPoint slides from the two-day presentation.

Jane Hart - 12 Steps To Successful Social Learning at Work : Learning Technologies 2013 - YouTube. (n.d.). Retrieved December 4, 2013, from *<http://www.youtube.com/watch?v=r1jZp00At0M>*

This YouTube video (37 minutes) provides 12 tips for supporting a successful social collaboration initiative. It addresses questions such as: What is the right technology to use for your initiative? and What should your role be in the process?

Hart, Jane. 2012. Internet Time Alliance white paper “Learning in the Social Workplace.” Retrieved from *<http://internettimealliance.com/wp/wp-content/uploads/2011/11/liswpwp.pdf>*.

Social technologies are impacting the way we learn and work in the workplace. Here [are] three key areas:

1. How individuals are using social media to address their own learning and performance needs
2. How organisations are using social technologies
3. How frameworks are guiding new organisational approaches to supporting workplace learning (From introduction)

Jennings, Charles, May 28, 2010, "ID – Instructional Design or Interactivity Design In an Interconnected World?, *Improving Performance Through Learning Innovation*, <http://charles-jennings.blogspot.com/2010/05/id-instructional-design-or.html>, accessed August 2, 2010.

In this article, Jennings challenges readers to rethink instructional design in terms of interactivity design. For static "events," or formal training, instructional design is important. However, it does not translate into dynamic events that occur at the time of need in the midst of a workplace process. Jennings continues to discuss the difference between "content-poor" and "interaction-poor" design citing research that shows that simply because you know something does not mean that you learned. An interesting and concise article about the problems of traditional instructional design, Jennings about points the reader toward resources in this area. Jennings is a well-known and respected consultant in the field of workplace learning and blogs regularly on learning and performance topics.

Jennings, Charles, April 7, 2010, "Five Barriers to Effective Learning Organizations," *Improving Performance Through Learning Innovation*, <http://charles-jennings.blogspot.com/2010/04/five-barriers-to-effective-learning-in.html>, accessed August 2, 2010.

Jennings, a frequent blogger on timely issues involving workplace learning, lists five barriers to creating both relevant and effective learning programs. The five barriers include (1) Efficiency, (2) Inertia, (3) Convenience, (4) Training mindset, and (5) Manager engagement. Many of Jennings suggestions asks trainers to rethink some of trainings most common problems such replacing a learning approach with a performance approach and replacing a focus on "product" with a focus on "process." Jennings is a well-known and respected consultant in the field of workplace learning and blogs regularly on learning and performance topics.

Kelly, David. 2012, March 20. Curation: A Core Competency for Learning Professionals. Message posted to <http://learningcircuits.blogspot.com/2012/03/curation-core-competency-for-learning.html>

This blog post describes the role of curation in a museum and how curation can be used in the work environment to capture informal learning.

*Learning Circuits: ASTD's Source for e-Learning.*

<http://www.astd.org/Publications/Newsletters/Learning-Circuits>.

The Association Society for Training & Development (ASTD) publishes *Learning Circuits* as a monthly online magazine for training professionals interested in e-learning. Articles focus on new technologies and their use in workplace learning and how existing technologies are being utilized in learning environments. It also includes case studies and industry headlines.

Little, Josh, April 7, 2010, "5 Tips for Knowledge Gardeners: How to Grow a Collaborative Learning Community," *Learning Solutions Magazine*,  
<http://www.learningsolutionsmag.com/articles/443/5-tips-for-knowledge-gardeners-how-to-grow-a-collaborative-learning-community>, accessed August, 2, 2010.

Little, an advocate of collaborative learning in the workplace, gives trainers five suggestions on creating a collaborative learn/work space. Using the analogy of the garden, Little recommends finding your ideal group of learners, creating the right environment for sharing, gathering the right tools, putting in the required time and effort and maintaining the learning environment you have grown. Little has worked as a corporate trainer and is the founder of three workplace learning firms.

Top 100 Tools for Learning 2013. (n.d.). Retrieved December 4, 2013, from  
<http://www.slideshare.net/janehart/top-100-tools-for-learning-2013>

Starting with Twitter, Jane Hart provides a list and links to the Top 100 Tools. This list "was compiled from the votes of over 500 learning professionals in workplace learning and education from 48 countries worldwide in the 7th Annual Survey, by Jane Hart, Centre for Learning & Performance Technologies".

Wilhelm, Warren. "Sustaining Organizational Learning." *T+D* 64, no. 5 (May 2010): 52. Podcast:  
<http://www.astd.org/NR/rdonlyres/AF38EC07-897E-4679-B52D-89B4B6423A23/0/SustainingOrganizationalLearning.mp3>

During times that are economically challenging, training budgets are often the first to be cut. Author Warren Wilhelm challenges trainers not only to think about the value added by the work begun accomplished by training departments but also to be able to articulate them to their organizations' decision makers. Wilhelm gives over a dozen short yet concise reasons for organization's to maintain training initiatives as well as suggestions on how to guide budget decisions to maintain essential learning when cuts are unavoidable. Wilhelm is a consultant in the field of workplace learning.

## Books

Bernthal, Paul. 2004. *ASTD 2004 Competency Study: Mapping the Future*. Alexandria, VA: ASTD Press.

This report from the American Society for Training and Development (ASTD) outlines trends in the field of workplace learning. The main goal of the publication is to set a framework of competencies that will be needed by training professionals, the roles they will play in their organization's learning culture, as well as the areas of expertise (AEO) they will be expected to come to the table with to be relevant and successful in today's organizations. This manual is a resource that has obvious value to training professionals in their endeavor to evaluate their training team, objectives and goals. However, it will also prove a valuable tool for executives looking to transform this area of their organization as it will serve as a primer on what they should be looking for in both their trainers' skills and the work they accomplish.

Bingham, Tony and Marcia Conner. 2010. *The New Social Learning: A Guide to Transforming Organizations Through Social Media*. Alexandria, VA: ASTD Press.

*The New Social Learning* explores the "application of social media in all aspects of talent management: recruitment, engagement, retention, capacity, and capability." (pg. xviii) The authors demonstrate the power of social learning by sharing stories from companies realizing impact on both their business and employees. Chapters focus on a social media category, such as "growing collective intelligence", and its application.

Blackwell, Jeanine O'Neill, and Bernice McCarthy. 2007. *Hold On, You Lost Me! Use Learning Styles to Create Training that Sticks*. Alexandria, VA: ASTD Press.

This text by Blackwell and McCarthy is based on the 4MAT training model that emphasizing the use of learning styles. This method translates the ways in which people perceive and process their environment into four learning styles. The text gives trainers an 8-step process for developing training that works for all four learning styles. A unique aspect of the text is that it encourages trainers to evaluate their own natural style that has influenced how they have traditionally developed and delivered training. Bernice McCarthy is a well-known and respected education consultant.

Broad, Mary L. and J.W. Newstrom. 1992. *Transfer of Training: Action-Packed Strategies to Ensure High Pay-Off from Training Investments*. Reading, MA: Addison-Wesley.

This book is intended to help managers, supervisors, and employees in U.S. organizations achieve full job performance by acquiring and applying effective strategies to transfer the knowledge and skills learned in training to the workplace. The book is divided into four parts. Part 1 covers the following aspects of the groundwork of transfer of training: human

resources development and the transfer problem, barriers to and management of transfer of training, and key roles and times to support transfer. The chapters included in part 2 present transfer strategies for use before, during, and after training and a special action-planning relapse prevention strategy. Part 3, which is devoted to using and supporting transfer in organizations, contains a chapter on the applications of the principles of transfer of training in organizations and a chapter on building and managing a transfer system. (Abstract from ERIC: Education Resources Information Center)

Clark, Ruth Colvin. 2010. *Evidence-Based Training Methods: A Guide for Training Professionals*. Alexandria, VA: ASTD Press.

As in many fields, trainers are giving more attention to evidenced-based methods that have proven positive and effective outcomes. Clark begins by briefly surveying selected research in the field of adult learning including a discussion on how the brain works. What may be the most interesting to trainers are the following chapter on “learning architectures” that outline practical way in which to effectively use visuals, words, examples and practice. Clark is an expert in instructional design and has written extensively on workplace learning and adult education and had received many accolades for her work in this area.

Clifford, Jackie, and Sarah Thorpe. 2007. *Workplace Learning & Development: Delivering Competitive Advantage for Your Organization*. Philadelphia: Kogan Page.

In this text, the authors emphasize the importance of reframing the discussion of training and development to a discussion of *learning* and development. The text includes an overview of adult education that covers learning styles and motivation. The most significant portion of the text discusses over twenty learning methods that anyone interested in the workplace learning will recognize such as action learning, distance learning and e-learning. These methods are examined in a series of seven case studies. Clifford and Thorpe have both contributed to the field of workplace learning for almost four decades.

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

Most managers today understand the value of building a learning organization. Their goal is to leverage knowledge and make it a key corporate asset, yet they remain uncertain about how best to get started. What they lack are guidelines and tools that transform abstract theory - the learning organization as an ideal - into hands-on implementation. For the first time in "Learning in Action", David Garvin helps managers make the leap from theory to proven practice. Garvin argues that at the heart of organizational learning lies a set of processes that can be designed, deployed, and led. He starts by describing the basic steps in every learning process-acquiring, interpreting, and applying knowledge-then examines the critical challenges facing managers at each of these stages and the various ways the challenges can be met. Drawing on decades of scholarship and a wealth of examples from a

wide range of fields, Garvin next introduces three modes of learning - intelligence gathering, experience, and experimentation - and shows how each mode is most effectively deployed. These approaches are brought to life in complete, richly detailed case studies of learning in action at organizations such as Xerox, L. L. Bean, the U. S. Army, and GE. The book concludes with a discussion of the leadership role that senior executives must play to make learning a day-to-day reality in their organizations. (Abstract from author)

McLagan, Patricia. 1989. The Models, vol. 3 in *Models for HRD Practice*. Alexandria, VA: ASTD Press.

McNeil, Rita C. 2012. Leveraging the Power of Diversity in Workplace Learning Strategies. *Handbook of Research on Workforce Diversity in a Global Society: Technologies and Concepts*, (pp. 225-243). Hershey, PA: IGI Global.

Just as adult learning strategies can be categorized into three major learning strategy preference groups (Conti & Kolody, 1998), workplace learning events can also be similarly categorized into a spectrum containing three major clusters: (a) the Navigation Cluster, containing those tasks that require planning, organizing, and structuring of content; (b) the Problem-Solving Cluster, containing those tasks that require innovative creativity or critical thinking skills; and (c) the Engagement Cluster, containing those tasks that require inter- and intra-personal skills required when working in situations that involve others. The purpose of this chapter is to propose an emerging 4-step framework that can be used to guide individuals, educators, and workplace trainers through a process to assist learners in identifying their learning strategies preferences and in leveraging these individual metacognitive processes in order to achieve specific workplace learning objectives.

Noe, Raymond. 2009. *Employee Training & Development*, 5<sup>th</sup> ed. New York: McGraw-Hill/Irwin.

Now in its fifth edition, Noe's publication has served as the classroom primer for training for over 10 years. The text explains fundamentals such as training design, methodology, assessment and evaluation. Noe also discusses the role of traditional training alongside newer developments that integrate various technologies. Along with outlining the newest training research, Noe further compares this research with current workplace practices. This text is generally used as a classroom textbook, but can be of value to any trainer who is learning both the theoretical and practice aspect of modern training.

Stolovitch, Harold, and Erica Keeps. 2005. *Beyond Telling Ain't Training Fieldbook*. Alexandria, VA: ASTD Press.

Human performance, although a field in itself, is often closely associated with the study of workplace learning. In *Beyond Telling*, the third book in a series of related titles that include *Telling Ain't Training* (2002) and *Training Ain't Performance* (2004), Stolovitch and Keeps give trainers practical tools on how to move their organizations from training to performance. Each chapter illustrates "learning interventions" meant to assist trainers in

overcoming organizational obstacles. *Beyond Telling* builds upon the first book in the series which discusses the theory and principles behind learning and training yet written in an entertaining and relaxed manner for both the novice and experienced trainer. The second publication explores in-depth how training and performance are related.

Wenger, E., R. McDermott, and W.M. Snyder. 2002. *Cultivating Communities of Practice*. Boston, MA: Harvard Business School Press.

The authors begin by addressing what communities of practice are and why they are important. They then move into the art of community development, the special case of distributed communities, and potential downsides of communities. The final chapters cover the challenges of measurement and management, how to run a company-wide knowledge initiative, and the broader potential for communities in society in general.

### Journal Literature

Austin, Michael J. 2008. "Strategies for Transforming Human Service Organizations into Learning Organizations: Knowledge Management and Transfer of Learning." *Journal of Evidence-Based Social Work* 5(3-4): 569-596

To meet the challenges of today's human service industry, agencies need to balance effectiveness, efficiency, and innovation, while engaging in inter-disciplinary, culturally competent, and self-reflective practice. This analysis presents the major elements in developing strategies for transforming organisations into learning organisations. It starts by describing the nature of a learning organisation, defines the boundaries of evidence-informed practice, identifies the elements of knowledge management, and specifies the elements of the transfer of learning. A set of principles are presented to guide managers in transforming human service organisations into learning organisations along with a set of implementation strategies that can inform participants of the values and benefits of knowledge management. This analysis features concepts and principles adapted and synthesised from research in diverse fields, such as evidence-based health care and the for-profit sector related to learning organisations, knowledge management, and the transfer of learning. (Journal abstract)

Dolezalek, Holly. 2006. "Who has time to design?" *Training* 43(1):24-28.

An important aspect of workplace learning is training delivery. With the time constraints faced by most corporate trainers, Dolezalek discusses how content has become much more of a focus than the equally important delivery of that content. Experts in the field comment on the various elements of instructional design, and the author provides a list of helpful resources to aid trainers in learning how to design training as well as groups where trainers can communicate with one another on this topic. (Note: the new URL for the IEE's *Reference Guide for Instructional Design and Development* is now at:

[http://www.ieee.org/education\\_careers/education/reference\\_guide/index.html](http://www.ieee.org/education_careers/education/reference_guide/index.html).) Dolezalek has written extensively for *Training* in the areas of workplace learning.

Lewis, Nancy J. 2011. "Soapbox: Informal Learning: Style vs. Substance". *Training* 48(1):18-20. Retrieved from <http://www.trainingmag.com/content/soapbox-informal-learning-style-vs-substance>.

This short article focuses on technology-based informal learning and the gaps that currently prevent it from becoming an effective tool.

Margaryan, Anoush, Colin Milligan, and Allison Littlejohn. 2013. "Managers as Workplace Learning Facilitators". *Human Resources: Development and Management* 2-3(13):206-223.

This exploratory, interview-based study (n = 29) elicits activities carried out by managers in support of employees' learning and surfaces similarities and differences in the ways these activities are perceived by novice, experienced and mid-career workers. Analysis suggests that managers provide a wide variety of types of learning support, ranging from hands-on support on operational issues, structuring individual development programmes and advice on learning opportunities, to coaching, career advice, counselling and being a role model. The perceptions of novice, experienced and mid-career professionals are compared and contrasted, tentative patterns identified and a typology of managers' learning facilitation activities proposed. The results suggest that to enable managers to facilitate workplace learning effectively, a broader range of competences and skills should be considered when training managers. [Journal Abstract]

Russ-Eft, Darlene. 2002. "A Typology of Training Design and Work Environment Factors Affecting Workplace Learning and Transfer." *Human Resource Development Review* 1(March): 45-65.

The purpose of this article is to develop a typology of elements involved in the design of training as well as in the work environment that affect workplace learning and transfer. This typology focuses on elements that can be manipulated by the human resource development (HRD) researcher and practitioner as part of the HRD implementation rather than on dispositional and personality characteristics of individuals participating in the intervention. It identifies elements within the work environment, as well as elements before, during, and after training. By presenting a typology, this article provides a first step in theory building or a "theory of the middle range." Furthermore, it leads to implications for future theoretical development, research, and practice. (Journal abstract)

Schugurensky, Daniel. 2000. *The Forms of Informal Learning: Towards a Conceptualization of the Field* (WALL Working Paper No. 19, 2000). Retrieved from <https://tspace.library.utoronto.ca/bitstream/1807/2733/2/19formsinformal.pdf>.

This working paper focuses on the three forms of informal learning: self-directed, incidental and socialization.

Simon, Mark. 2010. "Maintenance: The Forgotten Step" *T+D* 64(5):48-51.

In most of the popular approaches to developing training the element of maintenance is often not addressed. Author Mark Simon discusses the importance of not only maintaining training after an initial program but also developing training that requires minimal ongoing maintenance. The author offers a few constructive techniques for developing training with maintenance in mind such as indexing topics that occur throughout multiple trainings for ease in updating and avoiding vocabulary and references that will soon be dated. Simon is a corporate trainer who has been involved with training development for over 20 years. (Full article available at: <http://www.astd.org/Publications/Newsletters/Learning-Circuits/Learning-Circuits-Archives/2010/02/Maintenance-the-Forgotten-Step>)

Van Dam, Nick. 2012. "Designing Learning for a 21st Century Workforce." *T+D Magazine* (April): 49-53.

The author describes how a blend of formal and informal learning strategies can be turned into "a learning framework that provides a holistic perspective on how organizations can build people capabilities and design leading learning experiences". pg. 49.

Walden, Patrick R., Valerie C. Bryan, and Sunil Ramlall. 2011. "Informal learning in the workplace: a comparison of two models." *International Journal of Human Resources Development & Management* 11(1): 1-15.

This article introduced Walden's process model of informal workplace learning (Walden, 2008) and compared this model to that reported by Cseh et al. (1999). Secondly, this article proposed suggestions for technology-enhanced effective informal workplace learning practices. Differences between the two models were described. It was found that Walden's model lent empirical support to Cseh, Watkins and Marsick's model. Walden's model lacked an examination of multiple alternative solutions to identified problems and a framing/re-framing of business contexts after learning, both of which were part of Cseh, Watkins and Marsick's model. Walden's model did, however, add a step for implementation of action based on learning in the workplace as well as a time frame with which learners engaged in informal learning strategy use. These two additions were not included in Cseh, Watkins and Marsick's model. (Journal abstract)

Willmore, Joe. 2002. "How to Give 'Em Performance When They Insist on Training." *T+D* 56(5):54-59.

Trainers often cite examples of employers' requests that they conduct a specific training without having considered the performance outcomes the training is meant to address.

Willmore emphasizes the importance of appropriate training that is also designed to meet performance needs. The responsibility of the trainer is to convey the importance of analyzing the need which in turn should shape training. Willmore offers ways to influence these considerations and to position oneself to be able to develop responsive training. Joe Willmore is a consultant in the field workplace learning and human performance improvement.

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# How has workplace learning been implemented?

## Online Readings and Resources

“Case Studies TELUS: Telecom Company Embraces Social Computing, Streamlines Formal Learning.” 2010.

[http://www.microsoft.com/casestudies/Case\\_Study\\_Detail.aspx?CaseStudyID=4000006924](http://www.microsoft.com/casestudies/Case_Study_Detail.aspx?CaseStudyID=4000006924), accessed September 7, 2010.

Much of the tension in current discussions of workplace learning concerns the place of Learning Management Systems (LMS). This article gives an over of TELUS, a telecommunications company that adopted the Microsoft product SharePoint to develop and explore new technologies in their workplace learning efforts. Although any innovative software could easily replace SharePoint or a combination of various software and applications, the article is illustrative of how a company can utilize a piece of software in aiding and enhancing their training efforts instead of hindering them.

Chao, Chia-an, and Yin Roger Li-chung. 2003. “From Workplace Learning to Knowledge Management: Implications for Organizational Advancement.” Refereed presentation at the 22<sup>nd</sup> Annual Research Conference Organizational Systems Research Association, Las Vegas, <http://www.osra.org/2003/chao.pdf>, accessed September 7, 2010.

Knowledge management is generally accepted as one of the ways organizations stay competitive. The problem that is often encountered is in mining the knowledge that has been acquired by workers and effectively managing that information. This study discusses how knowledge is created, gained and shared among recently hired consultants. Chao and Li-chung found that consultants would recognize a lack of skill in a particular area and initiate ways in which to fill that gap. They would also gain knowledge simply from completing a challenging project or assignment. Projects also produced knowledge deliverables that could be later utilized by other consultants. The authors’ recommendations include observing and documenting how knowledge is created and transferred in an organization for it to be able to effectively respond to the learning needs of the workplace.

Top 10 Articles of 2013 | Training Outsourcing | Training Industry. (n.d.). Retrieved January 8, 2014, from <http://www.trainingindustry.com/training-outsourcing/articles/top-10-articles-of-2013.aspx>

This online article provides a list of the Top 10 articles of 2013 from TrainingIndustry.com and from Training Industry magazine.

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development. 2010.

*Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of*

*Online Learning Studies*. Retrieved from <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>.

A systematic search of the research literature from 1996 through July 2008 identified more than a thousand empirical studies of online learning. Analysts screened these studies to find those that (a) contrasted an online to a face-to-face condition, (b) measured student learning outcomes, (c) used a rigorous research design, and (d) provided adequate information to calculate an effect size. As a result of this screening, 50 independent effects were identified that could be subjected to meta-analysis. The meta-analysis found that, on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction. The difference between student outcomes for online and face-to-face classes—measured as the difference between treatment and control means, divided by the pooled standard deviation—was larger in those studies contrasting conditions that blended elements of online and face-to-face instruction with conditions taught entirely face-to-face. Analysts noted that these blended conditions often included additional learning time and instructional elements not received by students in control conditions. This finding suggests that the positive effects associated with blended learning should not be attributed to the media, per se. An unexpected finding was the small number of rigorous published studies contrasting online and face-to-face learning conditions for K-12 students. In light of this small corpus, caution is required in generalizing to the K-12 population because the results are derived for the most part from studies in other settings (e.g., medical training, higher education). (Abstract from author)

## Books

Brinkerhoff, Robert O. 2006. *Telling Training's Story: Evaluation Made Simple, Credible, and Effective*. San Francisco: Berrett-Koehler.

In this text the author describes the evaluation tool Success Case Management (SCM) which is meant to be used to show stakeholders as well as trainers that training is being effective. The author uses the first half of the text to outline SCM in five steps which can be summarized in two steps: document the most and least successful trainees and analyze the results they have or have not achieved. The second half of the text illustrates successful implementation at companies that should be familiar to most people such as Compaq, Coffee Bean and AllState. Brinkerhoff has worked with national and international companies on training evaluation and is the author of numerous books on this topic including this text's companion title *The Success Case Method: Find Out Quickly What's Working and What's Not*.

Broad, Mary L. and Jack J. Phillips (eds.). 1997. *In Action: Transferring Learning to the Workplace*. Alexandria, VA: ASTD Press.

Transfer of learning is an educational concept that continues to be reconsidered as additional new research become available, but no matter the viewpoint, the ability of workers to translate learning to performance continues to be important issue in workplace learning. In this text, Broad takes 17 case examples of successful transfer from various industries. After an introductory overview of the concept of transfer and applicable research (which should be noted will be somewhat dated due to the date of publication), the studies are divided into two sections, individual performance and performance by groups and organizations and also range from difficult to complex scenarios. Both editors are experts in workplace and human resource development

Evans, Karen, Phil Hodkinson, Helen Rainbird and Lorna Unwin. 2006. *Improving Workplace Learning*. New York: Routledge.

Through five research projects set in a variety of workplaces, the authors explored various concepts of workplace learning including situated learning, communities of practice, apprenticeship, informal learning and tacit skills. As per the authors, the text is intended to serve as a resource for practitioners who can put the ideas of the text into action. The book covers topics such as expansive and restrictive learning environments, learner biographies and worker influences on the workplace. The last two chapters discuss policy implications and include an extensive section on how policy can influence workplace learning illustrated by the case studies from the authors' research. The authors, Evans, Hodkinson, Rainbird and Unwin are researchers in the field of workplace learning and hold various teaching positions.

Fuller, Alison, Anne Munro and Helen Rainbird (eds.). 2004. *Workplace Learning in Context*. New York: Routledge.

In this collection of articles, the editors give perspective to workplace learning through a selection of case studies. As explained the preface, the case studies "illuminate how the workplace environment can provide both barriers to and opportunities for learning." Articles discuss such topics as workplace power relations, the organization of work, learner biographies and measuring learning. Because some workplace studies are specific to the political and social structure of a particular county, their usefulness may not be apparently useful but each article exposes the reader to different perspective they may not have considered previously. The editors, Fuller, Munro and are researchers in the field of workplace learning and hold various teaching and research positions.

Kirkpatrick, Donald L. and James D. Kirkpatrick. 2005. *Transferring Learning to Behavior: Using the Four Levels to Improve Performance*. San Francisco: Berrett-Koehler.

Donald Kirkpatrick's four-level evaluation method – reaction, learning, behavior, results – is one of most highly used in corporate America such as Toyota and Nextel. This text focuses on the third and fourth levels: bridging the gap between learning and performance which

must occur for the result to be analyzed and promoted within the organization. The author examines the reasons why learning is not translated into practice and practical solutions that can be implemented. The advice offered in the text is illustrated with best-practices that are embraced by 12 companies including well-know names such as Hewlett Packard and Blue Cross and Blue Shield.

Rothwell, William, Ethan Sanders, and Jeffrey Soper. 1999. *ASTD Models for Workplace Learning and Performance: Roles, Competencies, and Outputs*. Alexandria, VA: ASTD Press.

Based on research data collected in the last decade, this resource describes the 52 competencies identified for success in workplace learning and performance. A CD-ROM lets you benchmark your skills in all 52 competencies against more than 1,000 WLP professionals. (Abstract from publisher)

Wick, Calhoun W., Roy V. H. Pollock and Andy Jefferson. 2010. *The Six Disciplines of Breakthrough Learning: How to Turn Training and Development into Business Results*, 2<sup>nd</sup> ed. San Francisco: Pfeiffer.

Now in its second edition, *The Six Disciplines* has received accolades from companies such as Agilent Technologies to think tanks such as The Center for Creative Leadership. The “6 Ds” include: (1) Define business outcomes, (2) Design the complete experience, (3) Deliver for application, (4) Drive learning transfer, (5) Deploy performance support, and (6) Document results. Each of these sections is backed by current research, manger insights and a variety of case studies including Fortune 500 companies. Authors Wick, Jefferson and Pollack are the founder, CEO and CLO, respectively, of a well-respected workplace consulting company.

### Journal Literature

Bjomberg, Linda. 2002. “Training and Development: Best Practices.” *Public Personnel Management* 31(4):507-517.

This report published by the International Public Management Association for Human Resources (IPMA HR) identifies best practices in the field of human resource management including a section on training and development. This section identifies four areas of training evaluation that when highly developed qualify as best practices. Two organizations’ best practices are illustrated: Boward County, Florida and Hennepin County, Minnesota. Highlights are given as well as how these practices align strategically with the overall organization, the structure and function of their training efforts and how these practices are assessed and transferred at work. The report also includes the sections: “The Way We Learn, Assessing the Training Needs of High Potential Managers,” “Examining Training in Large Municipalities” and “Training Needs Assessment.”

Fuller, Alison, Lorna Unwin, Alan Felstead, Nick Jewson, and Konstantinos Kakavelakis. 2007. "Creating and Using Knowledge: An Analysis of the Differentiated Nature of Workplace Learning Environments." *British Educational Research Journal* 33(5):743-759.

One of the tenants of workplace learning is that learning is not restricted to a classroom environment, a key concept that Fuller et al. argue through three case examples. The authors support this idea and expand upon the notion that learning happens in many more ways of which organizations are aware. Expansive and restrictive workplace environments are contrasted in both the text and chart. Although the case studies are based on organizations in the United Kingdom, part of continuing work of the University of London's Institute of Education, their application can be assume to be widely applied. (Full article available at: <http://eprints.ioe.ac.uk/2351/>)

Ha, Tak S. 2008. "How IT Workers Learn In the Workplace." *Studies in Continuing Education* 30(2):129-143.

This study focuses on the workplace learning, both formal and informal, of a group of IT professionals from three Hong Kong companies. The four methods explored by the author include: "instructor-led training; on-the-job training; learning through work; and self-learning." The report also discusses how the employees came to learn a specific skill, how communities of practices operated in these organizations, and how useful gaining theoretical knowledge while at work is to employees. Ha found that each workplace had an abundance of resources to facilitate learning and that workers embraced the idea that ongoing learning is part of the work experience. (Full article available at: <http://www.tandfonline.com/doi/abs/10.1080/01580370802097728?journalCode=csce20>)

Hodkinsona, Phil, and Heather Hodkinsona . 2004. "The Significance of Individuals' Dispositions in Workplace Learning: A Case Study of Two Teachers." *Journal of Education and Work* 17(2):167-182.

In this article, the authors explore how an individual's identity and past experiences not only contribute to how and why they learn in the workplace but also how the workplace contributes to the formation of their identity. The findings on identity and workplace were based on research involving adult learners who were shadowed upon their return to work. The authors conclude the article by summarizing why most theories of workplace learning will at best have uneven results because of the inability to control for the personality and traits of each individual. This paper was the result of a project by the Teaching and Learning Research Programme at the Institute of Education at the University of London. (Full article available at: <http://www.tandfonline.com/doi/abs/10.1080/13639080410001677383>)

Hofmann, Jennifer and Nanette Miner. 2008. "Real Blended Learning Stands Up: Moving beyond mixed offerings to build the best blended learning." *T+D Magazine* (September):28-31.

The article discusses the significance of blended learning on developing professionals in the U.S. Accordingly, the typical definition of blended learning requires that participants do some prereading prior to attending a class, attend a live class, and participate in an on-the-job assignment. Blended learning includes a variety of learning methods, from self-study materials such as job aids and books, to field trips and simulations, or on-the-job experiences with a mentor or a coach. One of the best blended learning offerings involved a large online business that offered off-the-shelf leadership development classes. (Journal abstract)

Holton, E.F., R.A. Swanson and S. Naquin. 2001. "Andragogy in Practice: Clarifying the Andragogical Model of Adult Learning." *Performance Improvement Quarterly* 14(1):118-143. Retrieved from [http://richardswanson.com/publications/Swanson\(2001\)Androgogyinpr.pdf](http://richardswanson.com/publications/Swanson(2001)Androgogyinpr.pdf).

The andragogical model has stood for many years as a central model of adult learning. The purpose of this article is to offer a fresh look at certain aspects of andragogy that are important for performance improvement professionals as well as other adult educators. More specifically, the objectives are to clarify the current state of the andragogical principles, address certain key issues in using andragogy in practice, and offer a clearer framework for adapting andragogy to different practice conditions. An expanded model, *Andragogy in Practice*, is offered that more explicitly accounts for factors that must be considered in shaping andragogy to fit the learning situation. (Journal abstract)

Powers, Vicki. 2004. "Virtual Communities at Caterpillar Foster Knowledge Sharing." *T+D* 58(6):40-45.

Beginning as a small, local initiative to increase knowledge sharing among workers, Caterpillar's Knowledge Network has reached employees and dealers worldwide. Their "Knowledge Network" is a web-based program that lets members post questions, answers and reference materials that are reviewed by a moderator for accuracy. Various "communities of practice," those interested in a specific area of the company's work, have utilized the systems to distribute information that often did not reach its intended audience and those with related interests. The initiative soon evolved into the Caterpillar University with knowledge sharing and the Knowledge Network as its base.

Stroud, Dean, and Peter Fairbrother. 2008. "The Importance of Workplace Learning for Trade Unions: A Study of the Steel Industry." *Studies in Continuing Education* 30(3):231-245.

In this article, Stroud and Fairbrother explore the ways in which unions contribute to the workplace learning experiences of their members which influences their employability. The authors point out that unions have historically been vested in their members' learning opportunities to both maintain and increase their skill set but also to improve workplace inequities. In the study of European steel workers, workplace learning has been significantly influenced by industry restructuring. Organizations have mostly adopted

regressive learning practices, simply filling skill gaps, as opposed to progressive learning practices that consider overall organization and associated learning needs. Unions have yet to significantly influence adoption of the former, yet their support for change seems a natural fit because of the beneficial outcomes for their members. (Full article available at: <http://www.tandfonline.com/doi/abs/10.1080/01580370802439920>)

Zhao, Fang and Linzi Kemp. 2013. Exploring Individual, Social and Organisational Effects on Web 2.0-based Workplace Learning: A Research Agenda for a Systematic Approach. *Research in Learning Technology* (21).

Web 2.0-based workplace learning is defined in this article as informal learning that takes place in the workplace through connections and collaborations mediated by Web 2.0 technology. Web 2.0-based workplace learning has the potential to enhance organisational learning and development. However, little systematic research has been published that explores how individual, social and organisational factors may influence Web 2.0-based workplace learning. This study aims to address this knowledge gap. Drawing on a selective review of the theories and research on social exchange, social capital, communities of practice and organisational support, we have developed a testable theoretical model for further empirical study. [Journal Abstract]



## Core competencies for corrections learning and performance professionals

### List of Tools and Resources by Competency

#### Professionalism:

##### 1. Integrity

Heydlauff, P. (2013). Integrity Tops Workforce Wish List. *Health Care Registration: The Newsletter For Health Care Registration Professionals*, 22(6), 6-7.

The article focuses on the significance of integrity in all aspects of leadership to improve employee engagement. It mentions a study by researcher Frank Luntz, which shows that ethical business practices are the most desirable corporate attribute for employees. It says that the development of an integrity-based workplace environment benefits employers, employees, and customers. It adds that integrity has a key role in engagement, information flow, and long-term performance.

*Integrity in the Workplace*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Whistleblowing and ethics in the workplace have been in the headlines over the past few years because high-profile employees have blown the whistle on large public companies, such as Enron and WorldCom. However, integrity and ethics in the workplace are not just for large, high-profile companies. Almost every employer is subject to state or federal laws and regulations, and if the employer does not promote an ethical culture, individual employees with integrity may choose to blow the whistle on their employer's wrongdoing. Whistleblowing isn't just for accountants or lawyers who uncover widespread evidence of fraud. It's also for average, everyday employees who discover illegal or unethical behavior in the workplace, and decide to report it. This course discusses various aspects of corporate ethics, including fraud and abuse associated with financial, safety, health, environmental, and other workplace issues, and the regulatory agencies, laws, and regulations that govern them. The course also discusses how both employers and employees can improve integrity and promote an ethical workplace culture. For employees, it is important to understand how to blow the whistle objectively and also to understand the general protections afforded to whistleblowers by law, which protect them from retaliation by their employers. For employers, this means implementing policies and practices that promote openness and transparency in the workplace, encouraging employees to report their concerns internally, and rewarding employees and managers for strict compliance with laws and regulations. This course was developed with subject matter support provided by The Beale Firm, PLLC. Please note, however, that the course materials and content are for informational purposes only and do not constitute legal advice.

##### 2. Professional Development

Gebelein, S. H., Nelson-Neuhaus, K. J., Skube, C. J., Lee, D. G., Stevens, L. A., Hellervik, L. W., & Davis, B. L. (2010). *Successful Manager's Handbook: Develop Yourself, Coach Others*. PDI Ninth House (Roswell, GA).

This book “is a library of practical suggestions, ideas, tips, and resources. It's the place to turn to when you're put in charge of something you've never done before, when you want new ideas, or when you want to help one of your people develop” (p. xii). Twenty-eight chapters cover managerial proficiencies and are organized into the four areas of results, people, thought, and self-management (personal). Topics range from meeting customer needs, influencing others, analyzing issues, to establishing trust.

*Managing Your Career: Getting on the Right Track*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Is your career on automatic pilot? When was the last time you took a look around to see if the direction in which you are heading is really what you want? It's important to take time out to reflect on your current situation to ensure that you're still on the right path and that the current path is the best one for you. This course identifies tips for successfully advancing your career, making lateral moves within an organization, and ways of successfully moving on to a different employer. This course also focuses on the benefits of having a promotion plan and the creation and implementation of an effective promotion plan. How to ask for assignments that will move your career forward is also covered. Because even when you're on the right track, keeping your career moving forward takes work.

Leftridge Byrd, M. V. (2005). Leadership & Legacy: One Woman's View. *Corrections Today*, 67(6), 82-85, 91.

Byrd recounts his experience in the changing face of the correctional work force. Having entered the criminal justice field more than 20 years ago, she did not have the benefit of a coordinated or structured course of training. For the most part, encouragement came from outside rather than within the professional arena where the scarcity of individuals who looked like her had a profound effect on her professional development.

### 3. Self-Awareness

Boaz, N., & Fox, E. (2014). Change leader, change thyself. *Mckinsey Quarterly*, (2), 56-67.

The authors discuss self-understanding and individual change as a significant aspect of organizational change, presenting recommendations for change management leaders as of 2014. Topics include profile awareness and state awareness, performance gaps, personality types such as analytical thinkers and inspirational dreamers, and corporate cultures. The experiences of the chief executive officer Geoff McDonough, who integrated two legacy companies, and the runner Roger Bannister, who ran a mile in under four minutes, are mentioned

*Improving Your Emotional Intelligence Skills: Self-Awareness and Self-Management*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Emotional intelligence is the ability to recognize and deal with emotions in a healthy and productive manner. Many people don't realize that their emotions are determined by what they think, and that concrete self-management techniques exist for gaining control of feelings. Emotional intelligence involves being aware of and managing emotions within your relationships with others. But before you can recognize others' emotions and manage your relationships, you must have a firm sense and control of your own feelings. Through this course you'll learn how to build your emotional intelligence through appropriate actions and techniques for managing your emotions. You'll focus on the competency areas of self-awareness and self-management. You'll learn how to identify and regulate your own emotions through self-awareness techniques, including understanding the value of emotional self-awareness and recognizing typical behavioral and physical expressions of key emotions. And you'll explore how to move from self-awareness to self-management and how self-management functions as a component of emotional intelligence.

Leadership:

#### 4. Adaptability

Gurvis, J. & Calarco, A. (2007). *Adaptability: Responding Effectively to Change*. Greensboro, NC: Center for Creative Leadership (CCL).

In today's business world, the complexity and pace of change can be daunting. Adaptability has become recognized as a necessary skill for leaders to develop to be effective in this environment. Even so, leaders rarely know what they can do to become more adaptable and foster adaptability in others. This guidebook contributes to a greater understanding of adaptability and the cognitive, emotional, and dispositional flexibility it requires. Leaders will learn how to develop their adaptability and to become more effective for themselves, the people they lead, and their organizations. [Abstract from author]

Hartley, D. (2013). Agile Leaders: Born or Bred? *Chief Learning Officer*, 12(5), 26-37.

The article discusses leadership ability, management styles, and leader evaluation as of 2013, with a focus on the need for adaptability and agility in management. Topics include the role of learning in executive positions, leadership performance indicators, and personality qualities which combine to create a successful leader.

Herrmann-Nehdi, A. (2013). Flexible Leaders. *Leadership Excellence*, 30(9), 14.

The article discusses how leaders can stay flexible and adaptable and allocate attention in the most productive way. Topics mentioned include the book "Whole Brain Business Book," by Ned Herrmann, the advantage of style flexibility, and four steps to consider when developing leaders for incorporating thinking agility into development plans.

#### 5. Change Management

Cebula, N. & Ritter, E. (Eds.). (2013). *APEX Resources Directory Vol. 1: Change Management and the APEX Domains*. Washington, DC: National Institute of Corrections. Retrieved from <http://nicic.gov/library/025302>

This directory “is an integral part of the National Institute of Correction’s (NIC’s) Achieving Performance Excellence (APEX) Initiative. It provides resources, tools, and interventions to support correctional agencies on the APEX journey. This directory is designed to complement the APEX Guidebook series and to enhance efforts to improve performance excellence by providing domain-specific resources and interventions. It can also be used as a stand-alone guide to change management and to the APEX Public Safety Model domains, which include the following: Leadership; Operations Focus; Organizational Culture; Stakeholder Focus; Workforce Focus; Strategic Planning; Measurement, Analysis, and Knowledge Management; [and] Results. Using this directory, the agency can target one or more domains and can find specific domain-related guiding questions, tools and interventions, case studies, and other resources to direct a change effort for improvement.” (p. 1).

Hurley, M. & Henderson Hanley, D. (2010). *Correctional Administration and Change Management*. Boca Raton, FL: CRC Press.

The goal of this book is to provide “a comprehensive examination of leadership, management, organizational culture, and results as they apply to correctional agencies. This work will introduce the correctional field to the concept of organizational capacity” [which] refers to the ability of the correctional agency to prepare, initiate, and successfully implement change within the organization (p. xiii). Chapters comprising this book are: introduction to change management in correctional organizations; administration and guidance; communication; information capital; human resource capital; evidence-based practice; evaluation and outcomes; and conclusion. The “Implementing Effective Correctional Management of Offenders in the Community Checklist” is appended.

Kotter, J. P. (2012). *Leading Change*. Boston, MA: Harvard Business Review Press.

This book should be the first place one should look for an introduction to change management. The author’s renowned eight-step process for effectively managing change is explained in detail. It is divided into three parts covering the change problem and its solution, the eight-step process, and implications for today. Chapters discuss: transforming organizations—why firms fail; successful change and the force that drives it; establishing a sense of urgency; creating the guiding coalition; developing a vision and strategy; communicating the change vision; empowering employees for broad-based action; generating short-term wins; consolidating gains and producing more change; anchoring new approaches in the culture; the organization of the future; and leadership and lifelong learning.

*Leadership Essentials: Leading Change*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Change is not an event; it is a process. Change can happen quickly and, in some situations, can be urgent! However, it can take time for individuals to make the transition from one way of working

to another. The change process isn't simply about introducing new systems – it's about leading people from an old way of working to a new way of working, and it's vital that you lead the change through to completion! It's important to recognize that your role is to support individuals through the transition and remove obstacles that can hinder a smooth transition from one process to another. This course provides you with strategies for leading changes within an organization, including effective approaches to introducing and communicating change. It also provides practical strategies for dealing with sources of employee resistance to change, and for removing organizational obstacles to ensure the transition is followed through.

## 6. Decision Making

*Decision Making: The Fundamentals.* National Institute of Corrections Learning Center [E-Course].

Retrieved from <http://nic.learn.com>

To emphasize the need of a formal decision-making process, C. Wright Mills, an American sociologist and author, once said, 'Freedom is not merely the opportunity to do as one pleases; neither is it merely the opportunity to choose between set alternatives. Freedom is, first of all, the chance to formulate the available choices, to argue over them – and then the opportunity to choose.' It's been estimated that most human beings make thousands of decisions in the course of an average day, many of which are unconscious decisions. It is important for your personal and professional success that you become an effective decision maker. This involves following an established decision-making process and adapting your decision-making style to suit different situations. This course introduces you to the fundamentals of decision making and illustrates techniques to help you become an effective decision maker. The course first walks you through the steps of a widely accepted decision-making process. Then it leads to a description of the factors influencing your decision-making style and shows how to adapt that style to suit a given situation. So you'll have everything you need to start on the road to becoming an effective decision maker.

Roberto, M. A. (2009). *The Art of Critical Decision Making*. The Great Courses (Chantilly, VA).

“In this course, we examine why leaders and organizations make poor choices, digging deep into cognitive psychology, group dynamics, and theories of organizational culture and systems to help us understand why well-intentioned, capable people blunder. Moreover, we examine the techniques and behaviors that leaders can employ to improve decision making in their organizations. We focus on how leaders can design decision-making processes that marshal the collective intellect in their organizations, bringing together the diverse expertise, perspectives, and talents to determine the best course of action. This course uses case studies to examine decision making at three levels: individual, group, and organizational” (p. 1)

Wang, C. (2010). *Managerial Decision Making Leadership: The Essential Pocket Strategy Book*. Singapore: John Wiley & Sons (Asia) Pte. Ltd.

The modern manager faces a bewildering range of challenges every single day. Their ability to make critical decisions, often under pressure, can directly determine the future success of the company and their career. It is therefore surprising that so few managers take the time to learn

the art of decision making. In this groundbreaking book from Caroline Wang, readers will learn that quality decision making is a competence that can be acquired according to a simple framework. The framework is practical and easy-to-remember, consisting of two acronyms: GPA and IPO. GPA for decision content quality (Goal, Priority, Alternatives); and IPO for decision process quality (Information, People, Objective reasoning). The book places emphasis on leading a team to make decisions, even though the framework can be used for personal and individual decisions.

## 7. Facilitate Learning Culture

Building A Learning Organization. (2005). *Journal of Community Corrections* 15(1), 20-21.

The article presents information on organizational learning which is the practice of establishing a learning organization. It presents the disciplines involved in organizational learning namely personal mastery, mental models, shared vision, team learning and systems thinking. It highlights the laws of Fifth Discipline thinking such as the relation of cause and effect in time and space and the ability of small changes to produce big results but the areas of highest leverage are often the least obvious.

Establishing the Conditions for a Learning Culture. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

What does it mean to create a culture of learning? What conditions are required for such a culture to develop? For many organizations, developing a culture of learning requires a fundamental shift in thinking. Several small changes in thinking and behavior can collectively shift the direction of a company toward one that's centered on learning. This course introduces various conditions that together facilitate a culture of learning. It examines the numerous obstacles that must be overcome before moving to a learning culture, including deeply engrained individual beliefs, systems of hierarchy, and lack of transparency. For each obstacle faced, the course introduces practical solutions to overcome it. It also explores in detail one of the most important conditions for learning: employee motivation. Without motivation, employees will be less receptive to learning programs, and thus less likely to use their learning for the greater organizational good. And the course offers strategies for tapping into intrinsic motivations and generating an enthusiasm for personal improvement that will help sustain a strong learning culture.

Titi Amayah, A. (2013). Determinants of knowledge sharing in a public sector organization. *Journal of Knowledge Management*, 17, 454–471. <http://adindra.com/wp-content/uploads/2013/12/KM2.pdf>

The purpose of this paper is to investigate the factors that affect knowledge sharing in a public sector organization. Community-related considerations, normative considerations and personal benefits were three motivators found to have a unique contribution to the variance in knowledge sharing. The following enablers had a significant main effect on knowledge sharing: social interaction, rewards, and organizational support. Two barriers, degree of courage and degree of empathy, which measured organizational climate, were also found to have a significant main effect on knowledge sharing. [Abstract from author]

## 8. Problem Solving

Leclerc, O., & Moldoveanu, M. (2013). *Five Routes to More Innovative Problem Solving*. (N. McKinsey and Company (New York, Ed.). Retrieved from [http://www.mckinsey.com/insights/strategy/five\\_routes\\_to\\_more\\_innovative\\_problem\\_solving](http://www.mckinsey.com/insights/strategy/five_routes_to_more_innovative_problem_solving)

This article explains how to use “flexible objects for generating novel solutions, or flexons, which provide a way of shaping difficult problems to reveal innovative solutions that would otherwise remain hidden. This approach can be useful in a wide range of situations and at any level of analysis, from individuals to groups to organizations to industries. To be sure, this is not a silver bullet for solving any problem whatever. But it is a fresh mechanism for representing ambiguous, complex problems in a structured way to generate better and more innovative solutions” (p. 2-3). Sections cover: the flexons approach--networks flexon, evolutionary flexon, decision-agent flexon, system-dynamics flexon, and information-processing flexon; putting flexons to work—reorganizing for innovation, and predicting the future.

Ney, B., & McGarry, P. (2006). *Getting It Right: Collaborative Problem Solving for Criminal Justice*. (D. National Institute of Corrections. Criminal Justice System Project (Washington & M. Center for Effective Public Policy (Silver Spring, Eds.). Retrieved from <http://nicic.gov/Library/Files/019834.pdf>

This "guide spells out a practical team-based approach to envisioning the kind of criminal justice system a community wants, assessing the current system, and planning and implementing strategies for 'getting it right'" (p.ix). Five sections comprise this manual: an overview of a comprehensive planning process; establishing the policy team and the process; keeping the focus on outcomes; building an understanding of your system; and moving from understanding to change.

*Problem Solving: The Fundamentals*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

'The problem,' says author and psychiatrist Theodore Rubin, 'is not that there are problems. The problem is expecting otherwise and thinking that having problems is a problem.' A problem is a question or situation that presents doubt, perplexity, or difficulty. It's an issue that needs to be corrected or overcome in order to achieve a desired state. Problem solving involves goal-oriented thinking and action in situations for which no ready-made solutions exist. Whether consciously or unconsciously, everybody solves problems relating to their personal or work life every day. However, you can greatly improve your problem-solving effectiveness by gaining a better understanding of the problem-solving process, essential skills, and required competencies, as well as an awareness of the mind traps and pitfalls that impair the process. This course takes you through the essentials of problem solving and explores some of its challenges.

## 9. Team Development

Bilson, J. M., Cebula, N., Innes, C., Lantz, T., Ritter, E., & Ward, T. (2012). *APEX Resources Directory Vol. 2: Communications, Focus Groups, and Development*. (C. People in Charge LLC (Boulder & D.

National Institute of Corrections (Washington, Eds.). Retrieved from <http://nicic.gov/Library/files/025303.pdf>

“APEX Resources Directory Volume 2 provides supportive information to correctional agencies embarking on the APEX (Achieving Performance Excellence) journey. It introduces the National Institute of Corrections (NIC) Information Center, provides detailed information on creating a communications plan for those implementing the APEX Initiative, describes how to use focus groups to effectively gather information and feed-back, and includes a team development guide for those who want to build teams, enhance team performance, and understand what makes teams an effective part of any organization” (p. 1). Chapters following a view of achieving performance excellence are: introduction; NIC resources; APEX Communication Plan; focus groups' a practical guide; and team development guide; and book summary.

*Leading Teams: Launching a Successful Team*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Leading successful teams is an art, and team leaders can face many challenges when trying to optimize team performance. Whether you're a current team leader or simply someone who would like to develop the skills that would make you a strong candidate, you need to know certain things about how teams function and what it takes to develop a high-performance team. Among the most important things to know: good team development begins on day one. Forming an effective and cohesive team is fundamental to the success of the team later on, and pulling the right team together from the start has benefits far beyond just completing tasks on time. In this course, you'll learn techniques for setting up successful teams that can be applied to a variety of team environments. This course outlines the benefits of business teams and the importance of taking proactive measures to ensure a smooth transition during the initial phase of team formation. It reviews the five stages of team development and offers strategies for dealing with issues that may arise during the first stage, Forming. You'll learn strategies for selecting high-performing team members most suited for your project or team, as well as recommendations for performing proper introductions, clarifying team purpose and context, and making sure team members understand their responsibilities.

National Institute of Corrections Academy (Longmont, C. (Ed.). (2005). *Strategies for Building Effective Work Teams [Participant's Manual]*. Retrieved from <http://nicic.gov/Library/Files/020484.pdf>

Strategies for developing, implementing, managing, and evaluating work teams within a work unit or agency wide are covered during this 36-hour program. Sections contained in this manual are: why teams?; dimensions of teamwork; teams and the organizational meeting; stages of team development; managing team conflict; and Team Playbook -- playing for performance (a workbook for this course).

## 10. Visioning

Livers, M. L. & Hoffman, N.C. (2005). A Renewed Focus On Mission And Vision: Maryland's Strategy For Creating Culture Change. *Corrections Today* 67(7), 56-59, 62.

Pursuit of the vision and mission for corrections in Maryland has demanded a major shift in organizational culture to a more positive and open environment with less emphasis on external control and more focus on creating internal motivation for change in the inmate population. The RESTART philosophy emphasizes the importance of structuring the system so as to conform to the body of knowledge that has developed in the area of what constitutes sound correctional practices.<sup>3</sup> The basic elements include valid and consistent screening and assessment, and case management designed to provide the treatment, educational/vocational and transitional services most likely to result in inmates' successful reentry and reduced recidivism. The philosophy encourages high levels of collaboration among the various agencies within the department to ensure a seamless transition of offenders from pretrial through incarceration, to community supervision as well as increased partnering with other criminal justice and community agencies. Nancy C. Huffman, Ph.D., is executive director of the Professional Development and Training Division of the Maryland Department of Public Safety and Correctional Services. [PUBLICATION ABSTRACT]

Sibbert, D. (2013). *Visual Leaders: New Tools for Visioning, Management, & Organization Change*. John Wiley & Sons, Inc. (Hoboken, NJ).

“Leaders, more than ever, need to know how to use visual tools, manage visual practitioners and their work, and understand how to help their entire organization be visually literate—especially if you don’t think of yourself as being skillful visually ... Visualization is a critical part of leadership excellence in our times. The purpose of this book is to provide you with both understanding and practices that assure you can take full advantage of this revolution” (p. xiii). This guide is divided into six parts: the visual leadership advantage; looking at your own leadership; power tools for visual leaders; managing the new media; leading organizational change; and additional resource.

## Information Management:

### 11. Content Curation

B Kanter. Content Curation Primer. [Web log comment]. Retrieved from <http://www.bethkanter.org/content-curation-101/>

In this blog post, Beth Kanter defines content curation and why it is valuable to learning organizations. She defines a three-part process to Content Curation as Seek, Sense, and Share and provides tools for the process.

Malamed, C., & Good R. (2013, November 6). Content Curation For Learning. *The eLearning Coach*. Podcast retrieved from <http://thelearningcoach.com/podcasts/12/>

In this podcast, Connie Malamed interviews Robin Good, new media communication expert, and the publisher of MasterNewMedia.org, a web magazine for communication professionals. Robin Good, based in Rome, Italy, shares expert techniques, best practices and tools for curation, which can be used to replace or supplement courses and a way to help employees keep up-to-date in their fields. [Abstract from author]

R Bhargava. The 5 Models of Content Curation. [Web log comment]. Retrieved from <http://www.rohitbhargava.com/2011/03/the-5-models-of-content-curation.html>

This blog post focuses on 5 models of content curation:

- Aggregation is the act of curating the most relevant information about a particular topic into a single location.
- Distillation is the act of curating information into a more simplistic format where only the most important or relevant ideas are shared.
- Elevation refers to curation with a mission of identifying a larger trend or insight from smaller daily musings posted online.
- Mashups are unique curated juxtapositions where merging existing content is used to create a new point of view.
- Chronology is a form of curation that brings together historical information organized based on time to show an evolving understanding of a particular topic.

## 12. Critical Thinking

*Critical Thinking Essentials: What is Critical Thinking?* National Institute of Corrections Learning Center [E Course]. Retrieved from <http://nic.learn.com>

Critical thinking is something everyone does – to some degree or another – in their professional and personal lives. Almost all of your everyday activities require you to seek information, analyze alternatives, assess the alternatives, and reach some conclusion. And all of these processes are part of critical thinking. Thinking plays a powerful role in your life – it determines how you feel, what you do, and what you want. Improving the quality of your thinking, then, improves your life – helping you to achieve your goals, make better decisions, and take charge of what you do. This course defines critical thinking, describes the elements of critical thought, and outlines strategies for improving the quality of your thinking.

*Critical Thinking Skills: Success in 20 Minutes a Day.* (2010). New York, NY: LearningExpress, LLC.

Become an effective critical thinker in just 20 minutes a day! Whether at work, at school, or at home, critical-thinking skills are essential for success. Learning to think critically will improve your decision-making and problem-solving skills, giving you the tools you need to tackle the tough decisions and choices you face. (Abstract from author)

Rezak, C. J. (2013). Developing Critical Thinking. *Chief Learning Officer*, 12(12), 28.

The article offers advice for critical thinking skills programs for business leaders, including coordinating leadership training curricula with organizational strategy, utilizing real-world business scenarios, and using active learning methods.

## 13. Digital Literacy

D Blake. (2013, December 13) Developing Digital Literacy for the Workplace. [Web log comment]  
Retrieved from <http://blog.studentadvisor.com/developing-digital-literacy-workplace/>

This blog provides a description of what “Digital Literacy” means and lists several online resources for becoming improving your digital literacy skills.

Lankshear, C. (2008). *Digital Literacies: Concepts, Policies and Practices (New Literacies and Digital Epistemologies)*. New York, NY: Peter Lang Publishing, Inc.

This book brings together a group of internationally-reputed authors in the field of digital literacy. Their essays explore a diverse range of the concepts, policies and practices of digital literacy, and discuss how digital literacy is related to similar ideas: information literacy, computer literacy, media literacy, functional literacy and digital competence. It is argued that in light of this diversity and complexity, it is useful to think of digital literacies - the plural as well the singular. The first part of the book presents a rich mix of conceptual and policy perspectives; in the second part contributors explore social practices of digital remixing, blogging, online trading and social networking, and consider some legal issues associated with digital media. (Abstract from author)

#### 14. Research

Norton, A. (2011). *10 tips for smarter, more efficient Internet searching*. Retrieved from <http://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching/>

Google has been fanatical about speed. There is little doubt that it has built an incredibly fast and thorough search engine. Unfortunately, the human element of the Internet search equation is often overlooked. These 10 tips are designed to improve that human element and better your Internet search skills. [Abstract from author]

*Step-by-Step Guide & Research Rescue*. (2012). Retrieved from <http://guides.lib.byu.edu/content.php?pid=44757&sid=2725636>

The library guide from Brigham Young University provides basic steps on how to research, as well as specifics on finding articles and books and print resources.

Walliman, N. (2010). *Research Methods: The Basics*. Routledge: New York, NY.

Research Methods: The Basics is an accessible, user-friendly introduction to the different aspects of research theory, methods and practice. Structured in two parts, the first covering the nature of knowledge and the reasons for research, and the second the specific methods used to carry out effective research, this book covers:

- Structuring and planning a research project
- The ethical issues involved in research
- Different types of data and data quality
- Analysing and organising data to draw sound conclusions

- Writing up and displaying data in effective ways  
[Abstract from author]

## 15. Organizational Literacy

Chase, M. (n.d.) *Individual Organizational Literacy & Competency*. Retrieved from <http://www.mikechaseleadership.com/mclfolder/WebORGLIT.htm>

The author describes eight organizational literacy skills, including “Taking The Systems Perspective” and “Understanding of Unconscious/Covert Processes”.

Kramer, S.J. , & Amabile, T. M. (2011). Scenes from the Organizational Trenches: Understanding Your Employees’ Inner Work Life—And Its Impact on Morale, Productivity, and Performance. Retrieved from <http://hbr.org/product/scenes-from-the-organizational-trenches-understanding-your-employees-inner-work-life-and-its-impact-on-morale-productivity-and-performance/an/8596BC-PDF-ENG>

In this chapter, the authors define inner work life and its three components (perceptions, emotions, and motivations) and explain how you as a manager--no matter your level--can boost the inner work life of the people around you. [Abstract from author]

Communication:

## 16. Active Listening

*Listening Essentials: The Basics of Listening*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Do you feel the need to better understand the basic meaning of a conversation, or a presentation given at the workplace? What about the need to identify what is being said to you in a more effective manner? Although relatively straightforward in theory, the process that transforms effective listening into successful communication requires great skill, awareness, and practice. This course will review the various types of listeners and the benefits of being able to listen effectively when communicating. The course also reviews some popular misconceptions about listening. Active listening techniques for improving your listening and maximizing your understanding are also covered.

Walker, F., & Gibson, J. (2011). *The Art of Active Listening: How to Double Your Communication Skills in 30 Days*.

The skills 'necessary to improve your active listening skills as fast and painless as possible' are explained. Sections of this eBook are: introduction 'what's in it for you; recognize the seven common barriers to active listening; develop the four components of active listening; work on your active listening skills; learn how to deal with what you hear; and what's next. The concluding section is a great summary of all the thoughts that have come before.

## 17. Coaching

*Essential Mentoring Techniques: Mentoring Fundamentals*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Mentoring can benefit everyone. Mentor relationships, whether formal or informal, are a key to enabling success in both our personal and professional lives. Facilitated mentoring programs offered by organizations can lead to employees acquiring knowledge and expertise more efficiently. These programs also offer other benefits, such as increasing employee retention and work productivity. The mentor relationship helps mentees work out what they want to achieve and how to get there, while benefiting the mentor in the capacity as a role model. Mentors are much more than coaches. They help the whole individual develop by providing advice and resources, supporting career goals, and celebrating achievements. This course reviews the objectives of mentoring programs and the benefits offered to employees, mentors, and the organization as a whole. It explores the expectations and roles of mentors, coaches, and managers to understand the distinct advantages of mentor relationships. Finally, it looks at what makes a mentoring program successful, considering the various mentoring models and approaches and how each contributes to making a mentoring program a good experience for all involved.

Gomez, J. (2007). Correctional Coaching: Teaching Managers to Be Coaches. *Corrections Today*, 69(1): 43-45.

Correctional organizations can use the coaching style of leadership to build and maintain an atmosphere that attracts dedicated people, optimizes performance, and retains those who are committed to the goals of the organization. Coaching is a style of leadership that motivates employees to reach their potential of performance by setting goals and committing to the achievement of those goals through training and ongoing support from managers. Managers who act as coaches view the organization as a team with a mission and individual employees as players whose performance helps the team achieve its goals. Coaches who are successful in attracting new recruits provide them with a vision of their futures in helping themselves by helping the team to reach its goals. Employees stay with an organization because they are continually reminded by the coach of how important they are to the team because of the work they do. Through motivation, prodding, goal-setting, training, and support, correctional managers acting as coaches provide employees with the mindset that they are an integral part of an organization on a mission to achieve excellence. When manager and employee performance falls short of the goals that have been set, a good coach will admit his/her mistakes and work with employees in analyzing what they can do individually and as a team to correct mistakes and improve performance. (JOURNAL ABSTRACT)

Wilson, J., & Gislason, M. (2010). *Coaching Skills for Nonprofit Managers and Leaders: Developing People to Achieve Your Mission*. Jossey-Bass (San Francisco, CA).

The main purpose for this book is 'to provide [one] with useful ways to master key coaching skills and practices that will improve [ones] ability to better lead, manage, develop, and support others' (p. xxx). While it was written for the nonprofit manager/leader, the advice it imparts can be applied to most any organization. Chapters cover: what coaching can bring to one's role; foundational coaching skills; the coaching framework; the coaching mind-set; knowing when to

use a coaching approach; coaching in the nonprofit workplace; and what's next; developing a coaching culture in your organization.

## 18. Feedback

*Giving Feedback.* National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

The performance of any organization depends upon the performance of every individual. Giving feedback is a necessary skill and can involve anyone in an organization, whether it is manager-to-report, peer-to-peer, or report-to-manager. There are generally two types of feedback: positive feedback for reinforcing positive behavior, and corrective feedback for correcting negative behavior. The purpose of this course is to help you improve your skills in giving both types of feedback. The course starts by exploring the importance and purpose of feedback in general, and then discusses both positive and corrective feedback. You will also learn a three-step process for giving feedback, and will have a chance to practice giving feedback using this three-step process.

Maurer, R. (2011). *Feedback Toolkit: 16 Tools for Better Communication in the Workplace*. Baton Rouge, FL: CRC Press.

This popular toolkit provides expert guidance on using feedback as a performance improvement tool. Describing best practices, it supplies the understanding required to effectively give and receive feedback across a wide range of work situations, including for one-on-one and group use. (Abstract from author)

McLaughlin, P. (2014). *Feedback Revolution: -From Water Cooler Conversations To Annual Reviews -- HOW TO GIVE AND RECEIVE EFFECTIVE FEEDBACK!*

This handbook is a practical guide to giving and receiving feedback. Some topics include: a Feedback Self-Assessment, the role of technology, the role of environment in feedback, and overcoming feedback anxiety.

## 19. Collaboration

*HBR's 10 Must Reads on Collaboration (with featured article "Social Intelligence and the Biology of Leadership," by Daniel Goleman and Richard Boyatzis).* (2013). Boston, MA: Harvard Business School Publishing Corporation.

Leading experts such as Daniel Goleman, Herminia Ibarra, and Morten Hansen provide the insights and advice you need to:

- Forge strong relationships up, down, and across the organization
- Build a collaborative culture
- Bust silos
- Harness informal knowledge sharing
- Pick the right type of collaboration for your business

- Manage conflict wisely
  - Know when not to collaborate
- (Abstract from author)

Goman, C. (2014). Collaborative Leadership. *Leadership Excellence*, 31(4), 35.

The article offers tips for building collaboration in an organization. Topics discussed include using collaboration as an organizational change strategy, diversity in the workplace, need of effective communication, development of good relationship, building trust, leadership skills, and promoting work of employees. (Abstract from Author)

*Leading Teams: Fostering Effective Communication and Collaboration*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

You have a team established and everyone is committed to the team goals. However, a common focus is not always enough to help your team achieve success. You must ensure that team members can communicate with you and with one another, and that they will work as a team rather than as individuals. This course outlines the importance and benefits of promoting team communication and collaboration. It covers techniques for encouraging effective communication by employing a favorable communication style and ensuring the team profits from team meetings. The course also introduces strategies that team leaders should implement to encourage team collaboration, including fostering shared ownership and stressing the team orientation.

## 20. Influencing Others

Goulston, M. & Ullmen, J. (2013). How to Exercise More Influence. *Chief Learning Officer*, 12(2), 58.

The article focuses on methods of effectively influencing others to inspire commitment. It talks about former chief executive officer David Bradford of computer hardware and software systems company Fusion-io and how he ended up recruiting Steve Wozniak, co-founder of computer company Apple, to the company's advisory board. It mentions the need to develop bonds when interacting with others and to find ways of extending positive influence and developing an integrity-based reputation.

*Leadership Essentials: Building Your Influence as a Leader*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Why is it so hard to get people to agree to a good idea? Why are some leaders constantly faced with challenges and objections? Reaching agreement as a leader does not mean you should manipulate or force people to accept your ideas and accomplish your objectives; there are ethical ways for leaders to successfully build influence. Leaders attempting to influence and persuade others are faced with the challenges of navigating through organizational politics. An effective leader recognizes that organizational politics can provide positive ways to influence others in order to accomplish goals. In this course, you will be guided through numerous methods and strategies for effectively influencing a team to accept your ideas. You'll be

introduced to the importance of political awareness and the essential skills involved in using positive politics and avoiding negative politics when persuading others. You'll also have an opportunity to practice methods for influencing effectively and ethically.

## 21. Interpersonal Skills

Alasko, C. (2013). *Say This, Not That: A Foolproof Guide to Effective Interpersonal Communication*. New York, NY: Penguin Group.

Alasko presents readers with simple instructions for what to say . . . and what not to say. Accompanying each pair of statements is a brief discussion of what makes one so negative and destructive, and the other inviting of the kind of discussion needed. This book is the ultimate resource for anyone who longs to consistently say the right thing at the right time. (Abstract from Author)

de Janasz, S., Dowd, K. & Schneider, B. (2011). *Interpersonal Skills in Organizations*. New York, NY: McGraw-Hill/Irwin.

*Interpersonal Skills in Organizations* by de Janasz, Dowd, and Schneider takes a fresh, thoughtful look at the key skills necessary for personal and managerial success in organisations today. Exploding with exercises, cases, and group activities, the book employs an experiential approach suitable for all student audiences. The book is organised into 4 distinct sections (Understanding Yourself, Understanding Others, Understanding Teams, and Leading) that can be used collectively or modularly depending on the instructors' preferences and students' needs. (Abstract from author)

## 22. Motivating Others

*Leadership Essentials: Motivating Employees*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Imagine what your organization would be like if you and your colleagues were not motivated. Motivation is what drives people to accomplish things, whether it be small tasks or large undertakings. Without motivation, things simply would not get done. The ability to create an environment that encourages motivation takes both practice and skill as it's not a quality inherent in most people. As a leader, your capacity for motivating plays a key element in the success of your organization. This course provides you with an understanding of why motivating strategies are important as a leader. It also provides you with practical techniques for encouraging motivation among employees in your organization.

Pearson, C.S. (Ed.). (2012). *The Transforming Leader: New Approaches to Leadership for the Twenty-First Century*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

John B. McGuire comments that, "From helping the reader to think through what transformational leadership is in its many forms, to integrating psychological, spiritual, cultural,

and scientific perspectives about our deepest sense of being and purpose, to discussing the art of applying leadership from individuals to societies, this valuable book expands the territory of transformation and what it means for leaders to deeply engage in leadership for our interdependent world.” Transformational leadership is the ability to motivate ones followers to change their ideas of self and personal goals to correspond with the larger aims of the group. This collection contains eighteen essays addressing: the transforming leader—new needs for new times; transformational thinking for the Twenty-First Century leaders—evolving thinking about transformational leadership; being the change—inner work for transforming leaders—deepening and expanding inner capacities for becoming the change; the art of working with and transforming groups—shifting perspectives on inner/outer connectivity; and reinforcing change through transformational communication. An appendix includes application exercises for thinking through what to do, becoming the change you wish to see, cultivating the art of transforming groups, and creating a connected leadership narrative and plan.

Pink, Daniel H. (2009). *Drive: The Surprising Truth About What Motivates Us*.

The authors will: “look at the flaws in our reward-and-punishment system and propose a new way to think about motivation ... examine the three elements of Type I behavior and show how individuals and organizations are using them to improve performance and deepen satisfaction ... [and provide] a comprehensive set of resources to help you created settings in which Type I behavior can flourish” (p. 9-10). An introduction looks at the mystifying puzzles of Harry Harlow and Edward Deci. Three parts follow this. Part One. A New operating System: the rise and fall of Motivation 2.0; seven reasons carrots and sticks (often) don’t work; ... and the special circumstances when they do; Type I and Type X. Part Two. The Tree Elements: autonomy; mastery; and purpose. Part Three. The Type I Toolkit: a set of exercises, discussion questions, a super-short summary, and some suggestions for applying these observations.

Ventrice, Cindy. (2009). *Make Their Day! Employee Recognition That Works: Proven Ways to Boost Morale, Productivity, and Profits*.

The creation of 'meaningful and memorable recognition that improves employee commitment to your organization' utilizing the 'Make Their Day!' philosophy is explained. Chapters contained in this book are: recognition that works; finding recognition everywhere; recognition starts with your relationships; managing for the greatest impact; leading with vision, visibility, and momentum; partnering with program administrators; making recognition the responsibility of every employee; using self-recognition to improve quality; getting specific and relevant; measuring for results; aligning recognition with culture; one size doesn't fit all; dealing with the fairness paradox; and recognition is a work in progress. An appendix includes sample employee surveys.

## 23. Public Speaking

Miller, F.E. (2011). *No Sweat Public Speaking!* St. Louis, MO: Fred Co.

PUBLIC SPEAKING is most people's greatest fear. Some fear it more than dying! This fear holds back many people's careers. Like all the skills you possess, this one can also be learned! (Abstract from author)

Nelson, E. (2014). Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds. *Library Journal*, 139(7), 93.

Delivering an effective presentation is a goal for everyone from students to CEOs. Communications coach Gallo (The Presentation Secrets of Steve Jobs) uses his analysis of more than 500 TED Talks (Technology, Entertainment, Design; speeches given at a global set of conferences owned by the private nonprofit Sapling Foundation) to provide nine tips for great public speaking. The book is divided into three sections, with tips on delivering emotional, novel, and memorable speeches. TEDnotes summarize the main points in each chapter. Following his own advice to presenters, Gallo doesn't just give facts but also shares stories to make his points more significant to his audience, in this case the reader. In addition to his examination of successful TED presentations, Gallo also includes research from the fields of psychology and communications to explain why these methods work so well. VERDICT This book will resonate with readers who want to become skilled orators as well as with anyone seeking to understand what makes TED Talks so inspiring. (Abstract from author)

*Public Speaking Strategies: Confident Public Speaking.* National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Effective speech delivery is crucial to public speaking, as it allows you to showcase your work and communicate with confidence. No matter how much time you've spent perfecting your message, no one will hear it if you are unable to engage your audience, handle on-the-spot challenges, and avoid being disrupted by nerves. This course looks at the methods you can employ to deliver an effective speech, such as making a good first impression and building rapport with your audience. The course also provides effective techniques for handling challenges that may arise while you are delivering a speech, such as regaining an inattentive audience's focus and handling difficult questions or hecklers. Finally, this course introduces strategies you can use to overcome public speaking anxiety.

## 24. Questioning

Fadem, T. J. (2008). *The Art of Asking: Ask Better Questions, Get Better Answers*. FT Press (Upper Saddle River, NJ).

To get the right answers you must ask the right questions. This book is 'designed to address the need for improving questions as well as the manner in which managers ask them ' to thus achieve better answers, which are ultimately what is needed for a business to succeed in the long run.' Sections of this guide include: introduction; questioning is the skill of management; common errors - how to recognize and correct them; neglected questions; misuses of management; skills inquisitions are not the only abuse of questioning; questioning - improving your skills; signs and signals; types of questions; use of skills; listening; and conclusions.

Strachan, D. (2007). *Making Questions Work: A Guide to How and What to Ask for Facilitators, Consultants, Managers, Coaches, and Educators*. San Francisco, CA: Jossey-Bass.

This book is an invaluable desk reference for facilitators, leaders, coaches and anyone who wants to engage in more effective learning and decision-making conversations. It offers over 1700 rich questions that you can borrow or adapt to improve your inquiry skills, and provides clear frameworks that point to when, where, and why particular questions are most useful. (Abstract from author)

Learning and Performance:

## 25. Innovation

Hall, A. (2012). *Corrections Learning and Performance: A Vision for the 21st Century*. Retrieved from <http://nicic.gov/Library/files/026506.pdf>

Anyone involved or interested in the future of learning and performance in corrections should read this publication. "This white paper focuses on learning and performance challenges in the 21st century including the role of technology in learning programs and the incorporation of evidence-based practices into program design and delivery. The paper offers an extensive review of learning research in the areas of theory, learners, learning organizations, instructional design, program design, delivery methods and modalities, learning transfer, and program assessment" (p. 2). Sections following an abstract include: the background of the National Institute of Corrections (NIC) Academy; exploring and addressing challenges facing correctional learning professionals; research and theory—evidence-based practices; learners and learning; learning professionals; learning organizations; instructional design; methods and modality; transfer; assessment; and how to make and promote change. Appendixes cover theoretical models and implications for learning programs; the American Society for Training and Development (ASTD) Competency Model; and terms used (glossary).

Jennings, C. (2019, April 7). Five Barriers to Effective Learning Organizations," [Web log comment] Retrieved from <http://charles-jennings.blogspot.com/2010/04/five-barriers-to-effective-learning-in.html>

Jennings, a frequent blogger on timely issues involving workplace learning, lists five barriers to creating both relevant and effective learning programs. The five barriers include (1) Efficiency, (2) Inertia, (3) Convenience, (4) Training mindset, and (5) Manager engagement. Many of Jennings suggestions asks trainers to rethink some of trainings most common problems such replacing a learning approach with a performance approach and replacing a focus on "product" with a focus on "process." Jennings is a well-known and respected consultant in the field of workplace learning and blogs regularly on learning and performance topics.

## 26. Learning Theory and Research

Clark, R. C. (2010). *Evidence-Based Training Methods: A Guide for Training Professionals*. Alexandria, VA: ASTD Press.

Thanks to a growing body of research evidence, we've learned a great deal in the last 20 years about which methods really work when training people. Yet many trainers still use time-honored

methods and assume they work -- despite recent evidence to the contrary. Whether you're a classroom instructor, training manager, or designer of e-learning, your training will be more effective when you base your methods on evidence. With this book as your guide, you can thoroughly incorporate evidence and learning psychology into your program design, development, and delivery decisions. (Abstract from author)

Morton, G. R. & Shepherd, A. (2009). *The Six Moving Parts of Correctional Training Effectiveness*. National Institute of Corrections Academy, Western Region. <http://nicic.gov/Library/files/025226.pdf>

The "concept of 'The Six Moving Parts of Correctional Employee Training,' a model for integrating strategy into the organization's approach to training" is presented (p.1). Sections of this publication are: introduction; overview of the model's components; moving part 1 -- organizational readiness; moving part 2 -- curriculum selection; moving part 3 -- delivery methodology; moving part 4 -- participant engagement; moving part 5 -- workplace reinforcement; moving part 6 -- impact evaluation; summary; and political sidebar -- why correctional training is traditionally under-resourced.

Stone, D. E., (2006). Lies About Research. In L. Israelite (Ed.) *Lies About Learning: Leading Executives Separate Truth from Fiction In a \$100 Billion Industry* (189-204). Alexandria, VA: ASTD Press.

Lies About Learning is a frank and entertaining look at where myth and reality diverge in the multi-billion-dollar workplace learning industry. Written by 12 high-level executives from a wide range of industries, Lies About Learning offers a rare insight into the business of organizational learning. From e-learning, to learning management, to leadership programs, to research and the value of consultants, this book exposes the most prevalent myths and offers the counterweight of reality and real world practice. In the end, Lies About Learning provides executives and learning professionals with the tools to ask the right questions and to make learning decisions that are measurable, predictable, and meaningful for their organizations. (Abstract from author)

## 27. Learning Needs Analysis

Dibble, R. Jr., & Krieg R. (2005). *Assessing Training Needs: A Need Assessment Process Template*. [PowerPoint slides] Retrieved from <http://nicic.gov/Downloads/PPT/021444.ppt>

Overheads from a presentation regarding training needs assessment are provided. Topics discussed include: data collection; using live interview or questionnaire; suggested process sequence; interviewing the top; perceptions from the top; sample assessment interview guide; other key individuals to interview; focus groups; surveys; calculate critical rank-and-file perceptions; data analysis and findings; compare topical rankings; problem solving strategy flowchart; and interventions/responses.

## 28. Learning Delivery

Clark, R. C. (2012, July 16). Blended Learning is Better Than Instructor-Led or Online Learning Alone. [Web log comment]. Retrieved from <http://www.astd.org/Publications/Blogs/L-and-D-Blog/2012/07/Blended-Learning-Is-Better-Than-Instructor-Led-or-Online-Learning-Alone.aspx>

This blog post compares the effectiveness of electronic distance learning vs. face-to-face and concludes that blended learning allows instructors to optimize learning.

Dibble, B. & Goodall, D. (2005). *Blending Pre-Service Training for Support Staff: A Model for Planning, Designing, Developing, Marketing and Evaluating Blended Learning*. Stillwater, OK: Oklahoma Dept. of Corrections. Employee Training and Development Center.

Handouts and copies of overheads summarize a presentation regarding blended learning. This document is comprised of the following sections: pitching blended learning to agency leadership; summary of findings; focus groups of assistant faculty heads and incumbents; executive staff survey; upper-managers survey; consolidated need assessment results; supervisor's marketing focus group; and an example of a first generation self-paced lesson.

## 29. Manage Learning Environment

Garvin, D.A. (2000). *Learning in Action – A Guide to Putting the Learning Organization to Work*. Boston, MA: Harvard Business School Press.

This insightful book is meant to help companies understand how to leverage knowledge and make it a key corporate asset. The learning process involves acquiring, interpreting and applying knowledge. Author, David Garvin of Harvard Business School examines the challenges associated with each of these steps. He also explains how the three modes of learning, intelligence gathering, experience and experimentation can be effectively deployed. He examines the role leadership must play in making learning a day-to-day reality in their organizations. (Book review)

National Institute of Corrections Academy. (Ed.) (2007). *Training for Training Directors*. <http://nicic.gov/Library/022679>

The skills that successful correctional training directors need are explained. Modules comprising this training program are: role of the training director; liability issues; policy and procedures; needs assessment annual training plan and evaluation; developing and assessing training curricula and performance objectives; alternative delivery strategies; developing training staff; scheduling, logistics, and marketing.

## 30. Facilitate Learning Climate

Angela T. A. (2013) Determinants of knowledge sharing in a public sector organization. *Journal of Knowledge Management*, 17, 454 – 471. <http://adindra.com/wp-content/uploads/2013/12/KM2.pdf>

The purpose of this paper is to investigate the factors that affect knowledge sharing in a public sector organization. Community-related considerations, normative considerations and personal benefits were three motivators found to have a unique contribution to the variance in knowledge sharing. The following enablers had a significant main effect on knowledge sharing: social interaction, rewards, and organizational support. Two barriers, degree of courage and degree of empathy, which measured organizational climate, were also found to have a significant main effect on knowledge sharing. [Abstract from author]

Building A Learning Organization. (2005). *Journal of Community Corrections* 15 (1), 20-21. Criminal Justice.

The article presents information on organizational learning which is the practice of establishing a learning organization. It presents the disciplines involved in organizational learning namely personal mastery, mental models, shared vision, team learning and systems thinking. It highlights the laws of Fifth Discipline thinking such as the relation of cause and effect in time and space and the ability of small changes to produce big results but the areas of highest leverage are often the least obvious.

Establishing the Conditions for a Learning Culture. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

What does it mean to create a culture of learning? What conditions are required for such a culture to develop? For many organizations, developing a culture of learning requires a fundamental shift in thinking. Several small changes in thinking and behavior can collectively shift the direction of a company toward one that's centered on learning. This course introduces various conditions that together facilitate a culture of learning. It examines the numerous obstacles that must be overcome before moving to a learning culture, including deeply engrained individual beliefs, systems of hierarchy, and lack of transparency. For each obstacle faced, the course introduces practical solutions to overcome it. It also explores in detail one of the most important conditions for learning: employee motivation. Without motivation, employees will be less receptive to learning programs, and thus less likely to use their learning for the greater organizational good. And the course offers strategies for tapping into intrinsic motivations and generating an enthusiasm for personal improvement that will help sustain a strong learning culture.

### 31. Learning Design

Mager, R.F. (2008). Designing and Developing Effective Learning: Luminary Perspective. In E. Biech (Ed.), *ASTD Handbook for Workplace Learning Professionals*. (173-177). Alexandria, VA: ASTD Press.

This chapter focuses on understanding the purpose of instructional design and developing learner-efficient instruction.

Sink, D. L. (2008). Instructional Design Models and Learning Theories. In E. Biech (Ed.), *ASTD Handbook for Workplace Learning Professionals* (195-212). Alexandria, VA: ASTD Press. <http://dsink.com/downloads/10SinkASTDhandbook.pdf>

This chapter focuses on how to use and expand models to meet your needs, different learning theories and making them work for you, and how to integrate ISD models and learning theories for effective instruction.

Van Dam, N. (2012). Designing Learning for a 21st Century Workforce. *T+D Magazine, April*, 49-53.

Van Dam (2012) reports that a meta-analysis of 355 studies revealed the most important factor in knowledge retention to be the quality of the learning design rather than the delivery method.

### 32. Learning Material Development

Gurnell, B. & Bergeron, R. (2011). *ITIP Toolkit: A Guide for Working with Curriculum Developers*. Retrieved from <http://nicic.gov/downloads/pdf/library/024773.pdf>

This user-friendly tool kit is: grounded in research; follows and promotes the use of the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model and ITIP (Instructional Theory Into Practice) format; and provides “a mechanism for the user to work with curriculum designers to set expectations, then to review, evaluate and give feedback on the curriculum as it is being developed” (p. ii). This publication is divided into six parts: purpose of the tool kit and its components; ADDIE Instructional Design System; ITIP; thirteen tools; frequently asked questions (FAQs); and resources.

National Institute of Corrections Academy. (Ed.). (2007). *Effective Training Design and Development*. <http://nicic.gov/Library/022390>

This blended-learning, self-directed course provides the user with the knowledge necessary to create effective training programs. “Along the journey, you will have developed skills to help you assess, design, develop, and evaluate learner-centered instructional designs and curricula targeted to enhance employee job performance.” Modules making up this training program are: program overview; learner centered instruction; assessment; performance objectives; ITIP (instructional theory into practice); instructional strategies; evaluation; designing a training design; and closure/certification. In addition to instructional content, these disks have supplemental resources such as video vignettes, worksheets, and additional reading

### 33. Assessment and Evaluation

Heilmann, B. (2005). *Training for Trainers Proficiency Evaluation*. Charleston, WV: West Virginia Division of Juvenile Services.

This proficiency evaluation for Training for Training participants rates: lesson plan -- performance objectives, evaluation strategies, anticipatory set, instructional input, and closure/evaluation; presentation; and use of visual aids.

Kirkpatrick, D. & Kirkpatrick, J. (2006). *Evaluating Training Programs: The Four Levels*. San Francisco, CA: Berrett-Koehler Publishers.

The idea behind the model [of four levels] is for an organization to have meaningful evaluation of learning in the organization. The degree of difficulty increases as you move through the levels. However, the knowledge learned regarding the effectiveness of the training program more than compensates for this. (For a brief definition of the models see: [www.southalabama.edu/coe/bset/johnson/660lectures/Kirk1.doc](http://www.southalabama.edu/coe/bset/johnson/660lectures/Kirk1.doc))

Overholt, R. & Jones, M. (2011). Training Course Evaluations: What We Don't Know. *Law & Order*, 59 (10), 62-66.

The article offers information on the training course evaluation for law enforcement officers, which can measure performance and behavioral change when done correctly. It discusses the model of four levels of training evaluations by Donald Kirkpatrick which are used to measure the accomplishments of training. It says that administrators and trainers must devote the resources

needed for multiple-level training evaluations to ensure the success of the training. [Abstract from publisher]

#### 34. Leverage Learning Technology

Clark, R. C. & Mayer, R. E. (2011). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning*. San Francisco, CA: Pfeiffer.

“This book provides you with evidence-based guidelines for both self-study (asynchronous) and virtual classroom (synchronous) forms of e-learning” (p. 1). Chapters contained in it are: e-Learning—promise and pitfalls; how people learn from e-Courses; evidence-based practice; applying the multimedia principle—use words and graphics rather than words alone; applying the contiguity principle—align words to corresponding graphics; applying the modality principle—present words as audio narration rather than on-screen text; applying the redundancy principle—explain visuals with words in audio or text but not both; applying the coherence principle—adding material can hurt learning; applying the personalization principle—use conversational style and virtual coaches; applying segmenting and pre-training principles—managing complexity by breaking a lesson into parts; leveraging examples in e-Learning; practice makes perfect; learning together virtually; who’s in control—guidelines for e-Learning navigation; e-Learning to build thinking skills; simulations and games in e-Learning; and applying the guidelines. Sample lessons are also included.

INFOGRAPHIC: Why Mobile Learning is the Future of Workplace Learning. (2013, April 20). Retrieved from <http://www.wiredacademic.com/2013/04/infographic-why-mobile-learning-is-the-future-of-workplace-learning/>

This info graphic on mobile learning covers the trends in a “mobile world”, the changing workplace, and the opportunity for mobile learning at work.

Jane Hart - 12 Steps To Successful Social Learning at Work : Learning Technologies 2013. (2013, April 15). Retrieved from <http://www.youtube.com/watch?v=r1jZpO0At0M>

This YouTube video (37 minutes) provides 12 tips for supporting a successful social collaboration initiative. It addresses questions such as: What is the right technology to use for your initiative? and What should your role be in the process?

#### 35. Learning Architectures

Clark, R. C. (2010). *Evidence-Based Training Methods*. Alexandria, VA: ASTD Press.

Thanks to a growing body of research evidence, we've learned a great deal in the last 20 years about which methods really work when training people. Yet many trainers still use time-honored methods and assume they work -- despite recent evidence to the contrary. Whether you're a classroom instructor, training manager, or designer of e-learning, your training will be more effective when you base your methods on evidence. With this book as your guide, you can thoroughly incorporate evidence and learning psychology into your program design, development, and delivery decisions.

### 36. Learning Methods and Strategies

Clifford, J. & Thorpe, S. (2007). *Workplace Learning & Development: Delivering Competitive Advantage for Your Organization*. Philadelphia, PA: Kogan Page.

In this text, the authors emphasize the importance of reframing the discussion of training and development to a discussion of learning and development. The text includes an overview of adult education that covers learning styles and motivation. The most significant portion of the text discusses over twenty learning methods that anyone interested in the workplace learning will recognize such as action learning, distance learning and e-learning. These methods are examined in a series of seven case studies. Clifford and Thorpe have both contributed to the field of workplace learning for almost four decades.

Morton, G. R., & Shephard, A. (2009) *The Six Moving Parts of Correctional Training Effectiveness*. Retrieved from <http://static.nicic.gov/Library/025226.pdf>

The "concept of 'The Six Moving Parts of Correctional Employee Training,' a model for integrating strategy into the organization's approach to training" is presented (p.1). Sections of this publication are: introduction; overview of the model's components; moving part 1 -- organizational readiness; moving part 2 -- curriculum selection; moving part 3 -- delivery methodology; moving part 4 -- participant engagement; moving part 5 -- workplace reinforcement; moving part 6 -- impact evaluation; summary; and political sidebar -- why correctional training is traditionally under-resourced.

### 37. Review and Edit Learning Materials

*Lesson Plan Evaluation Rubric*. (n.d.) Retrieved from [http://home.sandiego.edu/~jjulius/lp\\_eval\\_rubric.htm](http://home.sandiego.edu/~jjulius/lp_eval_rubric.htm)

This rubric looks at five elements of a lesson plan (curriculum and standards, student-centeredness, instructional design/usability, assessment, and use of technology) and provides evaluation guidelines for each element.

### 38. Legal and Regulatory Compliance

*Developing a Training Plan for Legal Compliance*. (n.d.). Retrieved from <http://trainingtoday.blr.com/employee-training-resources/Developing-a-Training-Plan-for-Legal-Compliance>

This webpage covers a number of topics required for a legally compliant training program. Examples include: necessary training such as sexual harassment, orientation training for new employees, basic training for new supervisors and keeping track of training.

### 39. Quality Assurance

Srivnivasan, A., & Kurey, B. (2014). Creating a Culture of Quality. *Harvard Business Review*. Retrieved from <http://hbr.org/2014/04/creating-a-culture-of-quality/ar/1>

This article preview discusses the importance of quality and the pressures that continue to make delivering quality more difficult. After interviewing quality leaders at 60 multinational corporations, the authors found “companies that take a grassroots, peer-driven approach develop a culture of quality, resulting in employees who make fewer mistakes—and the companies spend far less time and money correcting mistakes.”

Van Dam, N. (2012). Designing Learning for a 21st Century Workforce. *T+D Magazine* (April),49-53.

Van Dam (2012) reports that a meta-analysis of 355 studies revealed the most important factor in knowledge retention to be the quality of the learning design rather than the delivery method.

## Resource Management:

### 40. Auditing

*Project Audit Checklist – The Key Steps of the Audit Process*. (2011, December 13). Retrieved from <http://www.mymanagementguide.com/project-audit-checklist-the-key-steps-of-the-audit-process/>

This guide describes the 3 basic steps to performing an audit on a project. These steps are: success criteria development, analysis, and reporting.

Cuthbertson, M. (2010) A Simplified Methodology for Planning and Conducting Training Audits. *Australasian Journal of Correctional Staff Development*, 5. Retrieved from [http://www.bfcsa.nsw.gov.au/\\_data/assets/pdf\\_file/0014/204305/Asimplifiedmethodology...edited.pdf](http://www.bfcsa.nsw.gov.au/_data/assets/pdf_file/0014/204305/Asimplifiedmethodology...edited.pdf)

### 41. Budgeting

National Institute of Corrections (Washington, D.C.) (Ed.). (2012). *Balancing Fiscal Challenges, Performance-Based Budgeting and Public Safety: A Compilation of Panel Testimonies*. Retrieved from <https://s3.amazonaws.com/static.nicic.gov/Library/026410.pdf>

This collection contains testimony regarding cost benefit and cost containment measures. Contents are: Day 1. 'Briefing on the Fiscal Costs of Corrections in the United States' by Mary Livers; 'High Cost, Low Return' by Adam Gelb; 'Outcome-Based Budgeting: Process and Practice' by Chris Innes; 'Current State Fiscal Conditions & the Impact on Corrections' by Brian Sigritz; 'Outcome-based Budgeting' by Karen Wilson; 'Systems Approach to Cost Containment' by Theresa Lantz; 'Cost-Effective Strategies for Meeting Policy Requirements and Legislative Mandates'--Testimony of F. Franklin Amanat and Presentation by Gary Mohr; 'Reengineering Population Management' Written Testimony by Michael Jacobson; 'Projecting the Future of Corrections' by James Austin; Presentation by Ed Monahan; 'Kentucky Pretrial Risk Assessment Instrument Validation' by James Austin, Roger Ocker, and Avi Bhati; 'Criminal Law Reform: The First Year of HB 463' handout; and

'Sheriff Stan Hilkey's Remarks: An Evidence Based Decision Making Experience: Mesa County, Colorado. Day 2. 'Budgetary Approaches to Providing Services for Offender Health Care' Testimony by Newton E. Kendig, and Testimony by Jim Degroot; 'Reducing Medical Cost in a Correction System' by Joseph Ponte; Remarks from J. John Ashe; 'Innovative Cost-Saving Strategies in Pharmaceutical Expenditures' by A. Martin Johnston; 'Cost Containment: Opportunities for Continued Reform' by Bernard Warner; 'Results First: Targeting Criminal Justice Resources at Programs that Work' by Gary VanLandingham; 'Evidence Based Decision Making Initiative' by Madeline 'Mimi' Carter; 'Opportunity versus Obligations' Testimony by Sandra Matheson and Testimony by Mindy Tarlow; and 'Capability and Capacity: Understanding NIC's Delivery of Services' by Jim Cosby.

*Planning and Preparing an Operating Budget.* National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Preparing and planning budgets involves a number of organizational activities, ranging from determining the organization's budgetary goals to approving its budgets over a specific period of time. Individual departments translate the organization's budgetary goals into departmental goals relevant to their area. Preparing operating budgets often starts with revenue forecasting, followed by various expenses budgets. Many forecasting tools are used for forecasting revenues and expenses. Knowing the various activities associated with preparing, reviewing, and having management's approval on operating budgets helps you with your own budgeting responsibilities in the organization. This course presents some of the key activities required for planning and preparing an operating budget. It discusses key characteristics of the budget manual and calendar. It also introduces some qualitative and quantitative methods and how they are used to prepare an operating budget. Finally, the course walks you through the stages in the review and approval of the budget.

## 42. Hiring and Staffing

Cimino, M. (2011). *Hiring, Appraisals & Promotions in an EBP Environment: A Competency Based Approach.* (A. Maricopa County Adult Probation Dept. (Phoenix, Ed.).

“This report defines how the Maricopa County Adult Probation Department is approaching our human resourcing functions as related to our probation officer positions. With our profession's emphasis on evidence based practices, we needed our human resource process to reinforce what we were doing as an agency in terms of listening to research and employing those methods that are supportive of effective outcomes” (p. 2). Sections of this report include: competencies and development process; list of officer competencies; hiring; probation officer evaluations; Observation Checklist measuring officer communication; promotion process for supervisor; supervisor evaluations; guiding and developing staff; and supervisor competencies.

*Essentials of Interviewing and Hiring: Conducting an Effective Interview.* National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Proper preparation is crucial to ensure a good interview. But all your preparation will be useless if you don't follow some important guidelines when conducting the employment interview. Opening the interview properly and establishing a sound format are key. You must also be mindful of the functions of different question types and styles so you can use them effectively during an interview. Finally, you will want to close the interview on a positive note. This course describes how to proceed with a face-to-face to interview. It covers how to open an interview well, what types of questions to ask, and how to close the interview.

Fry, R. (2010). *Ask the Right Questions, Hire the Best People*. Career Press (Franklin Lakes, NJ).

"Whatever your experience, company size, interviewing style, the number or type of candidates you are seeking, you will learn how to confidently and successfully conduct any interview with the help of this book" (p. 8). This book contains twelve chapters: the first steps; your interview style; types of interviews; preparing for the answers to come; how to keep them talking; school daze; let's get down to business; let's focus on some specifics; let's talk about that current (last) job; reasons for working for us; wrapping things up; staying out of the legal cauldron.

Montgomery County Office of Human Resources. Staffing and Organizational Development Team (Rockville, M. (Ed.). (2005). *Selection Guidelines for Montgomery County: A Users Guide for Hiring Managers*. Retrieved from [http://montgomerycountymd.gov/content/ohr/ResourceLibrary/files/Selection\\_Guidelines\\_Web.pdf](http://montgomerycountymd.gov/content/ohr/ResourceLibrary/files/Selection_Guidelines_Web.pdf)

An employee selection process which ensures consistency is presented. Sections of this guide are: confidentiality; identifying candidates for interview; assembling the interview panel and developing interview questions and evaluation criteria; conducting the selection interviews; salary negotiations; reference checks and candidate notification; after the interview; preparing for the interview; evaluation dimensions; interview question database with questions regarding job qualifications, job interest/commitment, customer service orientation, sound judgment/problem solving, personal accountability/ethics, sensitivity/diversity awareness, results orientation, planning and organization, presentation/communication, and closing questions; confidentiality of scenario questions; Selection Panel Consensus Evaluation Form; Selection Panel Individual Evaluation Form; instructions for interviewers; rating biases; interview questions that are illegal to ask or are legal to ask if job related; and Reference Check Form.

Stinchcomb, J. B., McCampbell, S. W., & Leip, L. (2009). *The Future is Now: Recruiting, Retaining, and Developing the 21st Century Jail Workforce*. (I. (Naples Center for Innovative Public Policies FL), Ed.). Retrieved from <http://cipp.org/pdf/Developingthe21stCenturyJailWorkforceCopysenttoBJA.pdf>

This "comprehensive workforce planning blueprint" is designed to help jail administrators in recruiting, retaining, and developing leaders. Five chapters follow an executive summary: building the 21st Century jail workforce -- the future is now; recruitment and selection -- bringing the best and the brightest on board; employee retention -- keeping the workers you worked so hard to find; leadership development -- advancing the organization in the 21st Century; and bringing it all together: strategies for success.

#### 43. Time Management

Bregman, P. (2011). *18 Minutes: Find Your Focus, Master Distraction, and Get the Right Things Done*. Business Plus (New York, NY).

This book provides strategies for dealing with events that seem to dominate every minute of our waking hours. "It's a comprehensive approach to managing a year, a day, and a moment so that our lives move forward in a way that keeps us focused on, and doing, the things we decide are most important. An important first step in reclaiming our lives" (p. xviii). The following four parts comprise this text: pause - hover above your world; what this year is about - find your focus; what this day is about - get the right things done; and what this moment is about - mastering distraction.

Landsberger, J. (2012). *Time and Project Management: Problem Solving*. (Study Guides and Strategies (SGS), Ed.). Retrieved from <http://www.studygs.net/shared/mgmt.htm>

This web portal offers various resources that will get you informed and trained in the basics of time management, problem solving, and project management. Sections of this webpage are: managing time and tasks - time management, creating to-do lists, avoiding procrastination, developing self-discipline, and related exercises; motivating yourself - interactive exercise and its text; problem solving/decision making - overview, defining and gathering, alternatives, implementation, creative problem solving solutions, graphic overview of problem solving process, using analogies for problem solving, adaptive decision making, managing by exception, and managing stress; and project management - completing an assignment, organizing challenging projects, project blank form, developing case studies, spreadsheets and budgets, and setting your budget.

Time-Management-Guide.com (Ed.). (2012). *Personal Time Management Guide*. Retrieved from <http://www.time-management-guide.com/>

"This personal time management guide is dedicated to building a stronger foundation for your success. One skill at a time. Each article or section below is an important building block you can put into your foundation right now." Some of the many topics covered include: finding time to learn time management; personal time management skills and techniques; decision making skills and techniques guide; how to eliminate procrastination; team work and team building essentials; stress management essentials; and selected time management articles, courses and seminars.

*Time Management: Planning and Prioritizing Your Time*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Managing time effectively entails analyzing your goals, breaking those goals into tasks, and then prioritizing those tasks. This isn't always easy or clear cut, given the number of tasks you may need to complete. But if you set clear and measurable goals and then develop an effective to-do list, you'll find prioritizing your many tasks is easier. And, in the end, you'll manage your time better. This course focuses on ways to prioritize your workload. It discusses how to prepare a useful to-do list and prioritize the items on it. The course also outlines how to sequence and queue tasks to help improve your time management. Finally, it describes how to estimate time frames so you can schedule your tasks effectively and meet your deadlines.

#### 44. Strategic Planning

*Developing and Deploying Strategic Plans*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

Successful organizations are founded on effectively developing and deploying strategic plans. Organizations must identify their primary goals and objectives based on their mission and vision statements. Other success factors include understanding market forces, internal strengths and weaknesses, stakeholders, relevant technology, and legal and regulatory factors. With these considerations, an organization's action plan can be developed and deployed, and its effectiveness evaluated. This course explores the concepts of strategic planning models, business environmental analysis, and strategic plan deployment. It is aligned with the Quality Management Division of the American Society for Quality's Certification Handbook, and is designed to assist learners in preparation for the ASQ Certified Manager of Quality/Organizational Excellence certification exam.

Lindgren, M., & Bandhold, H. (2009). *Scenario Planning: The Link Between Future and Strategy*.

'Scenario planning is a powerful tool for anticipating and managing change on an industry level of environmental level, and scenario thinking is a strategic perspective necessary in today's turbulent business environment ' In this book, [the authors'] aim is to introduce the concept of scenario thinking and scenario planning and to provide our readers with some concepts, models and tools to take back to their own companies' (p. xi-xii). Five chapters are contained in this text: why scenario planning is needed some reasons from the field of strategy research; scenario planning; an introductory overview; scenario planning in practice; the principles of scenario thinking; the principles of strategic thinking; Appendixes provide descriptions of various methods utilized by strategic planning, and a glossary of terms used.

#### 45. Strategic Thinking

Birnbaum, B. (2004). *Strategic Thinking: A Four Piece Puzzle*. Costa Mesa, CA: Douglas Mountain Publishing.

In helping clients develop strategy, during the last 24 years, Bill Birnbaum learned that the most successful management teams place far more emphasis on strategic thinking than on strategic planning. Oh sure, they develop a strategic plan. And they publish their plan. And they share it with their employees. But their first priority is to create an environment of strategic thought. He also discovered that successful management teams focus on four fundamental factors, or four pieces of the strategic puzzle... 1. Rather than try to accomplish "everything," they diligently maintain focus. 2. They develop and maintain an intimate understanding of their markets – and of their customers within those markets. 3. They truly care about – thus they nurture – their people. 4. And they carefully manage their processes. (Abstract from author)

Goldman, E. F. (2012) Leadership practices that encourage strategic thinking. *Journal of Strategy and Management*, 5 (1), 25 – 40.

The purpose of this paper is to define and then investigate the incidence of organizational leadership practices that encourage a culture of strategic thinking. (Abstract from author)

Maxwell, J. C. (2009). *How Successful People Think: Change Your Thinking, Change Your Life*. Center Street (New York, NY).

This book will provide strategies for changing ones thinking resulting in a more successful life, be it at work or at home. The reader will be able to: cultivate big-picture thinking; engage in focused thinking; harness creative thinking; employ realistic thinking; utilize strategic thinking; explore possibility thinking; learn from reflective thinking; question popular thinking; benefit from shared thinking; practice unselfish thinking; and rely on bottom-line thinking.

#### 46. Project Management

Ferraro, J. (2012). *Project Management for Non-Project Managers*. (N. American Management Association (AMACOM) (New York, Ed.). American Management Association (AMACOM) (New York, NY).

“[L]ittle attention is focused on the importance of functional managers’ understanding of how projects should work. Despite this, functional managers are the bridge to successful organizational change ... This book provides a practical guide for functional managers to learn what project managers and teams are doing—or should be doing—and to acquire the four critical project management skills to be an active, value-adding participant to the project organization” (p. ix-x). Ten chapters are organized into two parts. Part One covers the critical role of the functional manager in project success—what the functional manager should know about project organization, the importance of project planning, understanding the business side of the project, and the ideal functional manager in the project organization. Part two describes the four critical project management skills for functional managers—the project management mystiques unveiled; articulating the real customer need and business case for the project; staying focused in project deliverables; understanding key project dependencies; being proactive and project risk; and the power of the principles.

*Project Management Fundamentals*. National Institute of Corrections Learning Center [E-Course]. Retrieved from <http://nic.learn.com>

The evolution of business strategies has increased the importance of management having a thorough understanding of the products they produce. More and more employees are getting promoted from within to become project managers as they fully understand what they are trying to produce and how best to meet the quality and quantity requirements set forth by upper management. Project management, as a process, is the supervision and control of the work required to complete the project deliverable. Using established project management processes, coupled with the experience and skills of experienced workers, has allowed employers to adjust their mind-set when developing management and leadership skills from within. This course will enable someone who is not a professional project manager to learn the fundamentals of project management so he will be able to manage projects related to his area of responsibility within the organization.

Russell, L. (2007). *10 Steps to Successful Project Management*. (V. American Society for Training and Development (Alexandria, Ed.). ASTD Press (Alexandria, VA).

The process of effective project management is broken up into ten steps. These steps are: decide if there is a real project to manage; prove the project is worth ones time; manage creeping

scope; identify, rate, and manage risks; collaborate successfully; gather the team and make a schedule; adjust the schedule; embrace the natural chaos of people; know when one is done; and follow up to learn lessons. Copies of tables, figures, and tools are provided on the accompanying CD-ROM.