Designing an Effective Staff Training

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Outcomes

• Understand the role of assessment in trainings
• Recognize that feedback stands between incompetence and competence
• Recognize the importance of creating a culture of open and honest feedback for staff development and risk management
• Assess your organizational feedback culture
• Use an adaptive tool to design outcome-driven trainings
Why these outcomes?

– Accurate and high-quality assessment
– A culture of open and honest feedback
– Intentional, outcomes-based training design

• These are the critical components of successful:
  – training
  – risk management
  – staff development
How well was this managed?

OB on Good Morning America

What things do we assess when we manage an activity?
Accurate Assessment

- Integrating assessment into training
- Tools for accurate assessment

**Accurate:**
We have good assessment skills

**Useful:**
An environment where assessment can be fully utilized
Integrating assessment into training

• Differentiate between training and assessment
• Create clear and consistent assessment mechanisms:
  – Skills demonstrations
  – “tests”
  – Evaluation forms
  – Self Assessment
  – Debriefs
  – Others?
Assessing Adult Learners

(Knowles et al. 1998)

• Need to know why they need to know
• Autonomous and self-directed
• Life experience and individuality
• Ready to learn *once* they see the need to learn
• Life-centered (how is this going to help *me*?)
• Internally motivated
Tools for accurate assessment

- Understand your perceptions, bias and bubble of awareness
  - Examples of counter awareness:
    - Primary perception (Worsham) e.g. new staff
    - Secondary perception (Worsham) e.g. trainers
- Combine formative and summative assessments
- Seek to understand before passing judgment
The Competency Model

Conscious Competence

Unconscious Competence

Conscious Incompetence

Unconscious Incompetence

Training

Mentoring

Feedback
Quality Feedback

Feedback is the cornerstone of professional development, assessment and ultimately risk management.

• “The culture of open and honest feedback allowed me to learn and reduced the stress of assessment”
Giving

- Direct
- Specific
- Examples
- Own your feelings
- Timing
- Limit information
- Avoid fluff
- Check communication
- Trends
- Leverage strength, develop weaknesses

Receiving

- Careful and objective listening
- Find the nugget
- Digest
- Take or leave it
Making Feedback Institutional

Feedback begins with self-assessment
• Every staff completes a self-assessment

Feedback must go in both directions
• Admin publicly share their self assessments
• Admin formally solicits feedback
• All positions give mutual feedback
Making Feedback Institutional

Feedback is systematized and consistent
- Individual Development Plan
- End of course evaluations for all positions
- End of season meeting with supervisor
- Annual “360” review process for full time staff
Individual Development Plan

“Not many things contribute more to staff’s satisfaction than a clear, meaningful, and effective development plan.”

Directions: An effective IDP is the culmination of all relevant self-assessments, feedback (peers, trainers, supervisors), professional standards, goals, and strategies. Your task is to condense all of these sources into one clear development plan. You should create and/or revise your IDP twice a year: recommended at the end of the last training module attended and after the last course worked.

Areas of Greatest Strength: (A summation of most relevant assessments and feedback)

Areas Most in Need of Development: (A summation of most relevant assessments and feedback)

Specific Strategies to address developmental needs and promote strengths:

Recommendations: (Hiring, staffing, promotion)

Signatures:

Staff: CD/ILC/Trainer/Program Contact:
# Field Performance Evaluation

**Overview:** The evaluation process is a tool for assessing a staff member's performance and creating development plans. This form documents:

1. Pre-course development goals
2. A summary of the staff member's performance on courses and training
3. Specific strengths and developmental areas to guide ongoing coaching and professional development
4. Progression and promotion

**Directions for Use:** Pre-Course staff, co- and / or supervisor collaboratively identify and document development goals pre-course.

Course End: Staff and supervisors assess performance in each category, and co- and / or supervisor discuss and document performance in each category. Staff, co- and / or supervisor discuss and document progress toward goals and provide a general performance evaluation.

<table>
<thead>
<tr>
<th>Staff's Name</th>
<th>Position</th>
<th>Course #</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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</tbody>
</table>

**Development Goals:** Collaboratively determined professional development goals pre-course (or training):

- [ ]

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## Core Competencies

**Definitions:**

X = Did not observe
1 = Development Area: An area in need of focus improvement
2 = Competent: Demonstrates consistent ability
3 = Strong: Demonstrates ability to develop colleagues' ability
4 = Significant: Demonstrates mastery and mentor colleagues

- [ ]

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## Mission Delivery Skills

**User educational framework to guide course design and delivery, sequence progression, frame course activities, guide discussion and assess students:**

- [ ]

**Integrates values of compassion, integrity, resilience, and inclusivity into all aspects of teaching:**

- [ ]

**Evaluates students' learning and course effectiveness and determines action to further mission delivery:**

- [ ]

**Self-Assessment - Strengths/Development Needs:**

- [ ]

**Co-Supervisor Assessment - Strengths/Development Needs:**

- [ ]

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## Leadership Skills

**Listens and inspires; presents with poise:**

- [ ]

**Demonstrates accessibility, humility, honesty:**

- [ ]

**Role models and teaches: honesty, open communication, effective feedback and active listening:**

- [ ]

**Role models and teaches: goal-setting, problem-solving, and decision-making processes:**

- [ ]

**Assesses colleagues' professional development needs: mentors and provides effective feedback:**

- [ ]

**Maintains a professional appearance including appropriate attire and cleanliness:**

- [ ]

**Builds and sustains meaningful connections with colleagues that foster school relationships and cohesion:**

- [ ]
End of Season/Yearly Evaluation

Name: __________________________ Year: __________________________

Position: __________________________ Basecamp: __________________________

Mailing Address: __________________________

Phone: __________________________ Email: __________________________

During an end of season interview, please go over the following questions with staff:

General feedback for the program:

How did the season/year go for you overall? (Highlights, disappointments, etc)

What do you feel are your strengths relating to your work/involvement with OB?

What are your areas for improvement? (Feedback received from CD’s/coworkers, self assessment)
Rating Guide:

Needs Improvement - Performance DOES NOT meet position requirements

Meets Expectations - Performance consistently MEETS the position requirements

Exceeds Expectations - Performance consistently EXCEEDS the position requirements

N/A - Does not apply or do not know

All responses will remain confidential. As comments will be included in the final appraisal presented to the participant please refrain from referring to yourself or another person, other than the participant, by name.

My relationship to the participant is:

- Self
- Supervisor
- Board Member
- Direct Report
- Peer

25%
Using the rating scale provided, please check the rating that most accurately characterizes how the participant’s performance represents the desired standard.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is dependable, reliable, trustworthy and accountable for performing the full responsibilities for the position.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Uses time effectively and concentrates efforts on the most important priorities.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Exhibits job-specific knowledge (techniques, skills, processes, equipment, procedures, and materials).</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Sets objectives and priorities and follows up.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Demonstrates the ability to consistently achieve goals and objectives.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Holds self and others accountable for results.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

88%
Making Feedback Institutional

Feedback integrated into community norms

• Giving and receiving feedback is taught on staff trainings
• There are processes and systems in place to support sharing of feedback
• Staff at all levels regularly solicit feedback and see it as an important part of their development
Making Feedback Institutional

Feedback integrated into community norms
- Parallel process with students
- At night in the megamid!
- Community Town Hall
Self Assessment of your institution’s feedback

• Fill out *Institutional Development Plan* on your own (5 min)
• Groups of 4 or 5
• Share strategies to improve feedback as a cultural norm in your organization
• Pick one headline/nugget to share with the whole group (15 minutes)
What is the relationship between feedback and assessment?

Your assessment is your judgment, your feedback is how you communicate that judgment.
Design and Management Model (DMM)

choose desired outcomes

Organizational Mission + Values

educational design

select the site

manage the activity

management design

evaluate actual outcomes
- self-assess
- feedback from co-instructor
- feedback from participants

Re-assess

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Designing Trainings Exercise

Scenario: A staff training module on using and teaching use of campstoves.

Exercise: In groups, use the DMM to design the above training module.

20 minutes
Practice using the DMM

- Use the DMM to design a training activity you will be teaching
- Make an outline by yourself (20 minutes)
- In groups of 4, share your outlines (15 minutes)
- Each group report 1 insight you had on using the DMM for training design
Now, we do some evaluating!

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Questions?

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