

# Designing an Effective Staff Training

Gretchen Ostherr, Director of Strategic Initiatives

Joshua Cole, Washington Program Director



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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?



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# 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

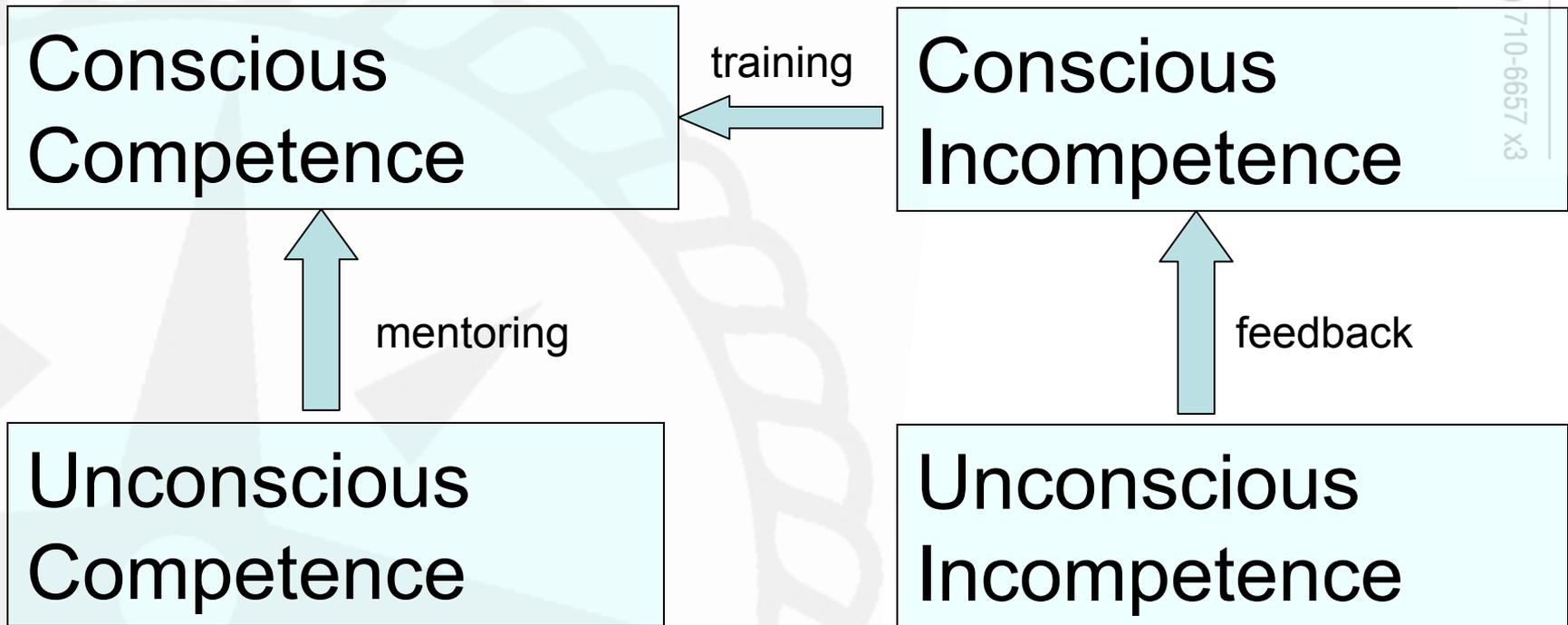


# Tools for accurate assessment

- 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



# 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/HLC/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 oral feedback provided on courses and trainings
- 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 self-assesses performance in each category; co- and/or supervisor discuss with staff and document performance in each category; and staff, co- and/or supervisor discuss and document progress toward goals and provide a general performance evaluation

Staff's Name: <input type="text"/>	Position: <input type="text"/>	Course #: <input type="text"/>
Development Goals: Collaboratively determined professional development goals pre-course (or training): <input type="text"/>		

<b>CORE COMPETENCIES</b>	<b>DEFINITIONS</b>
<ul style="list-style-type: none"> <li>• Check only one box for each skill in "Self" and "Co-/Supervisor Columns"</li> <li>• Circle keywords if helpful</li> <li>• Please provide specific comments in "Strengths / Development Needs"</li> </ul>	<p><b>X – Did not observe</b></p> <p><b>1 – Development Area:</b> An area in which to focus improvement</p> <p><b>2 – Competent:</b> Demonstrates consistent ability</p> <p><b>3 – Strength:</b> Demonstrates ability to develop colleagues' ability</p> <p><b>4 – Significant Strength:</b> Demonstrates mastery and mentors colleague</p>

MISSION DELIVERY SKILLS	SELF					CO-/SUPERVISOR				
	X	1	2	3	4	X	1	2	3	4
Uses educational framework to guide course design and redesign, sequence progressions, frame course activities, guide discussion and assess students	<input type="checkbox"/>									
Incorporates values of compassion, integrity, excellence, and inclusion and diversity into all aspects of course	<input type="checkbox"/>									
Assesses students' learning and course effectiveness and determines actions to further mission delivery	<input type="checkbox"/>									
Self Assessment – Strengths/ Development Needs: <input type="text"/>										
Co/Supervisor Assessment – Strengths/ Development Needs: <input type="text"/>										

LEADERSHIP SKILLS	SELF					CO-/SUPERVISOR				
	X	1	2	3	4	X	1	2	3	4
Motivates and inspires; presents with poise	<input type="checkbox"/>									
Demonstrates approachability, humility, honesty	<input type="checkbox"/>									
Role models and teaches honest, open communication, effective feedback and active listening	<input type="checkbox"/>									
Role models and teaches goal-setting, problem-solving and decision-making processes	<input type="checkbox"/>									
Assesses colleagues' professional development areas; coaches and provides effective feedback	<input type="checkbox"/>									
Maintains a professional appearance including appropriate attire and cleanliness	<input type="checkbox"/>									
Builds and maintains constructive rapport with colleagues that furthers school objectives and mission	<input type="checkbox"/>									



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## 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)

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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%
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<< Prev    Next >>

**Goal Achievement**

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

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



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# 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



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# 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)

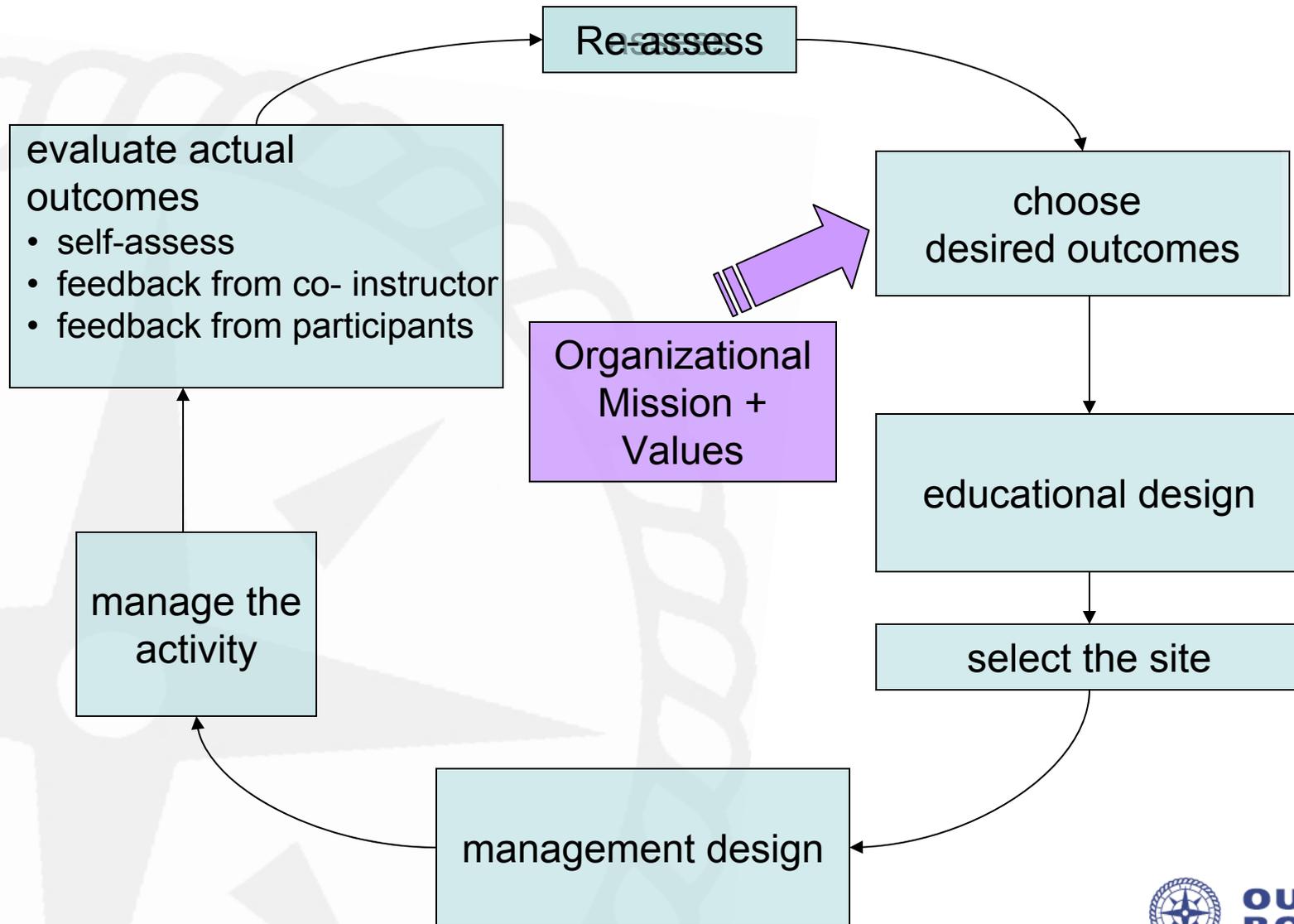


# What is the relationship between feedback and assessment?

Your assessment is your judgment, your feedback is how you communicate that judgment.



# Design and Management Model (DMM)



# 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!

## Outcomes

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• Questions?

• +/-



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Gretchen Ostherr  
[gostherr@outwardbound.org](mailto:gostherr@outwardbound.org)

Josh Cole  
[jcole@outwardbound.org](mailto:jcole@outwardbound.org)

