Bozho

Ya'ateh

Yá'át'ééh

April 19 – 21, 2022

Hallito

Osiyo

NNAHRA

NATIONAL NATIVE AMERICAN HUMAN RESOURCES ASSOCIATION

Hensci

HALITO

Aloha

25th Annual Conference

Nowa

hawé

Haway

Hatito

Shekoli

Da'anzho

ahô!

Marʉawe

Honolulu, Hawaii

TRIBAL L+D POWER SESSION:
INSTRUCTIONAL DESIGN & EVALUATION OF TRAINING PROGRAMS

Jack Hedrick, M.S.
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Member of the Choctaw Nation of Oklahoma

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Member of the Iowa Tribe of Kansas-Nebraska

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AGENDA

- ➢ **Welcome & Introductions**
- ➢ **ATLAS Learning Styles**
- ➢ **ADDIE**
- ➢ **DACUM**
- ➢ **Tribal Instructional Design & Curriculum Development**
- ➢ **Evaluation of Training Programs**

ABOUT THE INSTRUCTOR – JACK HEDRICK

"The growth and *development* of people is the **highest** calling of leadership."

Harvey S. Firestone

"I am who I am because I believe in possibilities."

Whoopi Goldberg

ABOUT THE INSTRUCTOR JACK HEDRICK

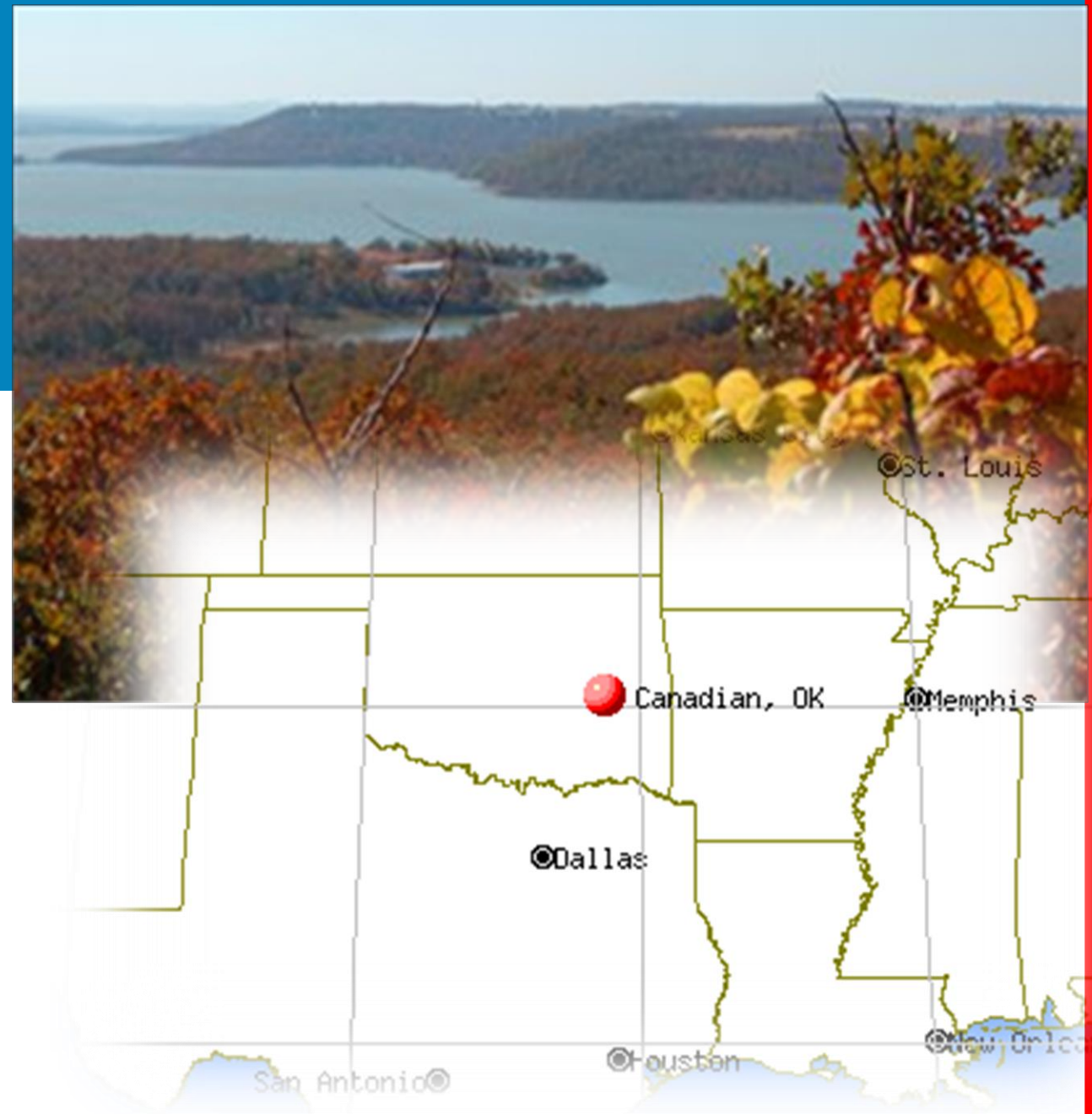**From Lake Eufaula, Oklahoma**

Population 238

Master's Degree in Teaching, Learning, & Leadership from Oklahoma State University

20+ years of experience in Tribal, Education, Non-Profits, Government, and Corporate

Myers Briggs: ENFP

True Colors: Orange/Blue

TKI: Collaborator

ABOUT THE INSTRUCTOR

COMMON SENSE IS LIKE DEODORANT. THE PEOPLE WHO NEED IT MOST NEVER USE IT.

Nailed it!

SORRY I'M LATE. I GOT HERE AS SOON AS I WANTED TO.

ABOUT THE INSTRUCTOR – BRANDI LIBERTY

"A brave leader is someone who says I *see* you. I *hear* you. I don't have all the answers, but I'm going to keep listening and asking questions."

Brené Brown

"Leadership and learning are indispensable to each other."

John F. Kennedy

ABOUT THE INSTRUCTOR BRANDI LIBERTY

From New Orleans, LA

Population 384,000

Master's Degree in Indigenous Nations Studies ~ Tribal Human Resources, University of Kansas

18+ years of experience in Human Resources, Tribal Housing, Grant Writing, Economic Development

Iowa Tribe of Kansas and Nebraska/United Houma Nation

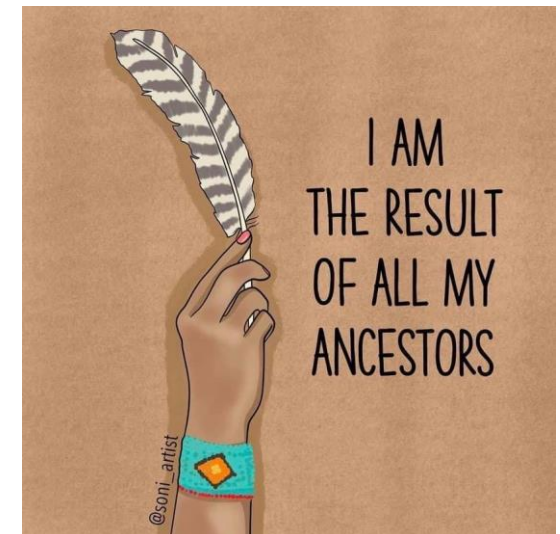Single mom of two kiddos with Autism Spectrum Disorder

ABOUT THE INSTRUCTOR

SAGE ADVICE

Knowledge is knowing a tomato is a fruit.

Wisdom is not putting it in a fruit salad.

Philosophy is wondering if that means ketchup is a smoothie.

ADULT LEARNING STYLES

Assessing **T**he **L**earning **S**trategies of **A**dult**S**

http://www.conti-creations.com/atlas.htm

NAVIGATORS

- Focused learners who chart a course for learning and follow it.

- Focus on the learning process that is external to them by relying heavily on planning and monitoring the learning task, identifying resources, and on the critical use of resources.

- Instructor/Coach/Mentor: Schedules and deadlines are helpful. Outlining objectives and expectations, summarizing main points, giving prompt feedback, and preparing instructional situations for subsequent lessons.

PROBLEM-SOLVERS

- Learners who rely heavily on all the strategies in the area of critical thinking.

- Test assumptions, generate alternatives, practice conditional acceptance, as well as adjusting their learning process, use many external aids, and identify many resources. They like to use human resources and usually do not do well on multiple-choice tests.

- Instructor/Coach/Mentor: Provide an environment of practical experimentation, give examples from personal experience, and assess learning with open-ended questions and problem-solving activities.

ENGAGERS

- Passionate learners who love to learn, learn with feeling, and learn best when actively engaged in a meaningful manner.

- Must have an internal sense of the importance of the learning to them personally before getting involved in the learning. Once confident of the value of the learning, likes to maintain a focus on the material to be learned. Operates out of the Affective Domain related to learning.

- <u>Instructor/Coach/Mentor</u>: Provide an atmosphere that creates a relationship between the learner, the task, and the teacher. Focus on learning rather than evaluation and encourage personal exploration for learning. Group work also helps to create a positive environment.

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TRAINING: NOT OUR FIRST RODEO

On-the-Job Training

The Industrial Revolution: Classroom Settings; "Show, Tell, Do, and Check" Training for Shipyard Workers

Job Support: Malcom Knowles and "informational learning;" ADDIE Revolution; AT&T Job Aids

1892

1954-1961

Pre-1800s

1917

1970-1999

The Middle Ages: Apprenticeships & Blacksmiths; National Cash Register Company Sales Training Begins

Post WWII: Individualized Instruction; Four Levels of Learning; Evaluation of Training Programs; Birth of Bloom's Taxonomy; McDonald's begins Hamburger University

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THE PAST 20 YEARS

- **Computer-Based Training (CBT) evolves (not to be confused with competency-based training). Many similarities in philosophy.**

- **Blended Learning -- "hybrid"**

- **"E-Learning" replaces Computer-Based Training**

- **Mobile learning grows as smartphones evolve**

- **MOOC's (Massive Open Online Course)**

- **Birth of social learning (through social networks)**

REAL WORLD VS. EDUCATION

G
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P

What should be taught?

What is taught?

SHOULD WE TEACH/TRAIN...

- what we know best?

- what we were taught?
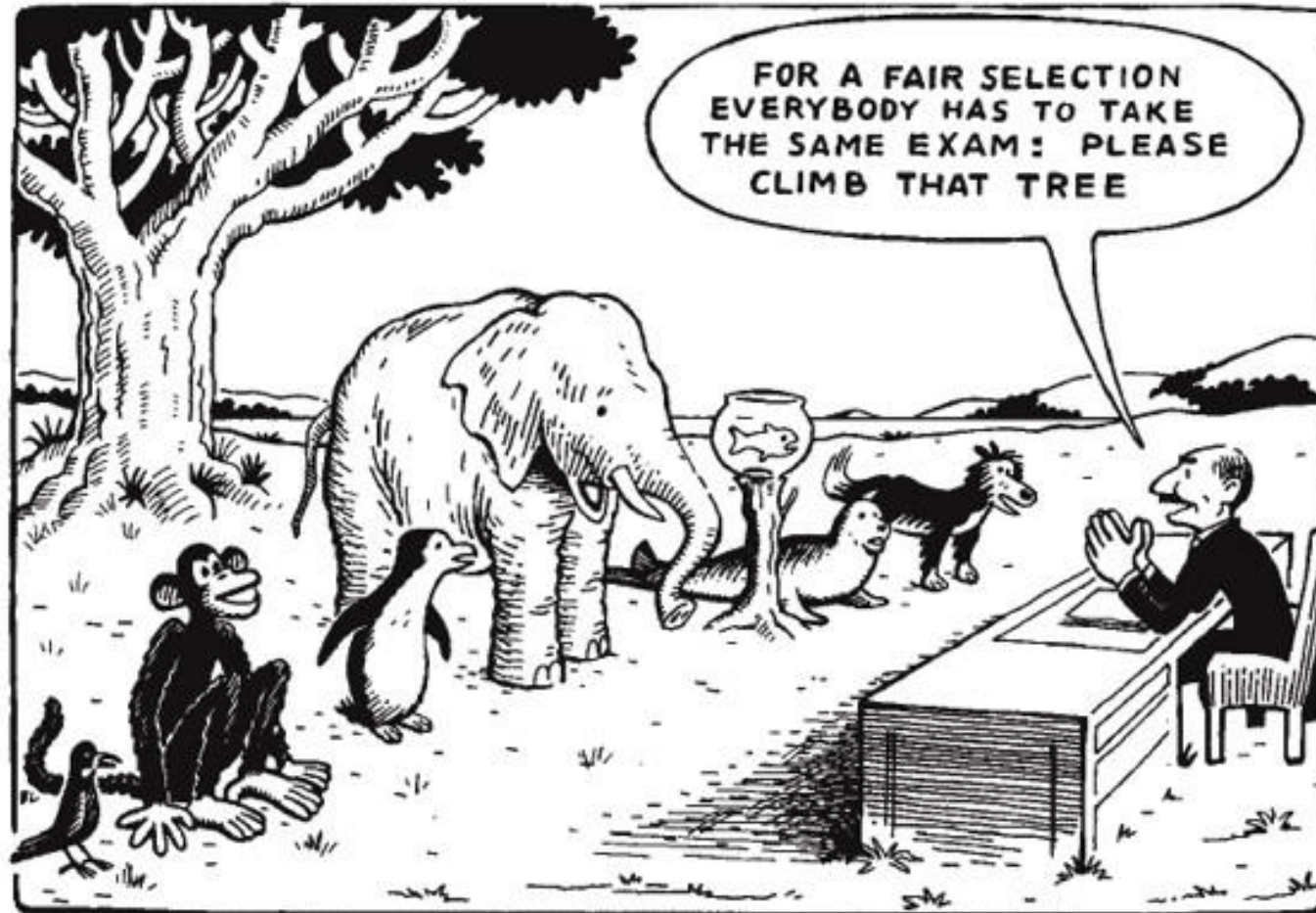
- what we enjoy teaching?

- what the textbook includes?

OR

what the student/worker needs to be successfully employed?

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WHAT'S WRONG?

IMPORTANCE?

- **Training can improve employee retention and boost morale!**

- **Competency modeling ties to performance evaluations <u>and</u> succession planning!**

- **Job/Task/Process analysis impacts job titles and descriptions, compensation structure, process improvement, and performance evaluations.**

WHY COMPETENCY-BASED?

Traditional Education	Competency-Based Education
Time-Based	Outcome-Based
Passive Learning	Active Learning
Fragmented Curriculum	Integrated Curriculum
Isolation	Collaboration
Textbook-driven	Research-driven
Teacher-centered decision making	Student-centered decision making
Facts & memorization	High-order thinking

WHY ALL OF THIS!?

Validate and verify what is taught
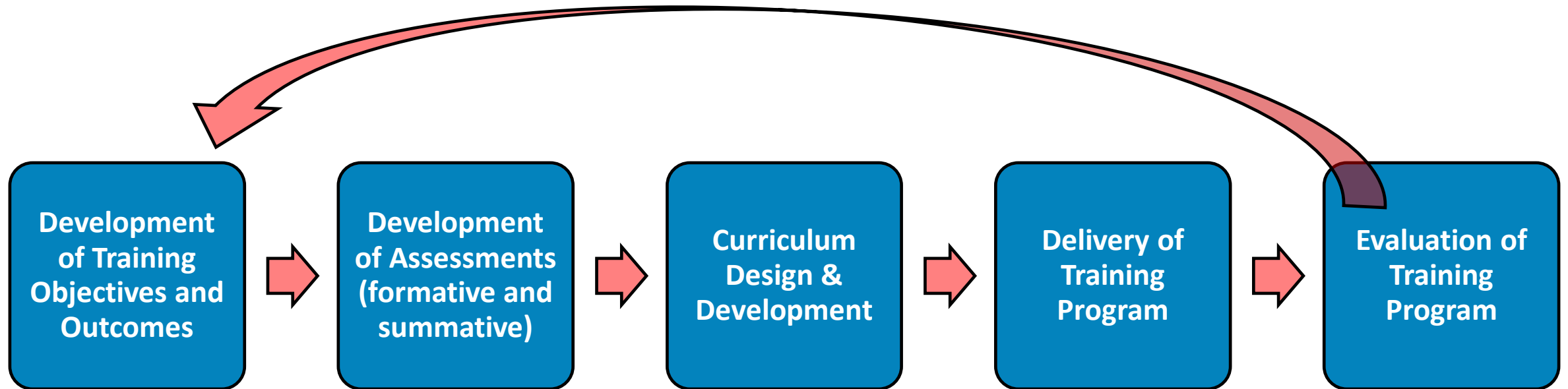
Curriculum is research-based

Authentic assessment and evaluation data

Avoid expensive curriculum errors – (failure to teach what should be taught)

= Loss of quality and $$$ for Tribe

BACKWARD CURRICULUM DESIGN

| Development of Training Objectives and Outcomes | → | Development of Assessments (formative and summative) | → | Curriculum Design & Development | → | Delivery of Training Program | → | Evaluation of Training Program |

WRITING TRAINING OBJECTIVES & OUTCOMES

Active verbs developed based on Bloom's Taxonomy

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize

Simple (basic) → **Most Advanced**

|					
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	Identify	Manipulate	survey	grade	produce
discover	indicate	Paint	advertise	measure	rearrange
duplicate	Infer	Prepare	appraise	predict	rewrite
enumerate	relate	produce	Break down	rank	role-play

ASSESSMENTS

- **Formative**

- **Summative**

- **How do you know what competency the learner mastered?**

- **We don't have time to cover everything!**

DESIGN, DEVELOPMENT, & DELIVERY

- How are you connecting to all learning styles?

- Content follows a logical order (i.e. chronological).

- Content is divided into "chunks" or modules.

- High-level learning (Bloom's) doesn't happen:
  - at the beginning
  - just after break
  - just after lunch
  - at the end of the day
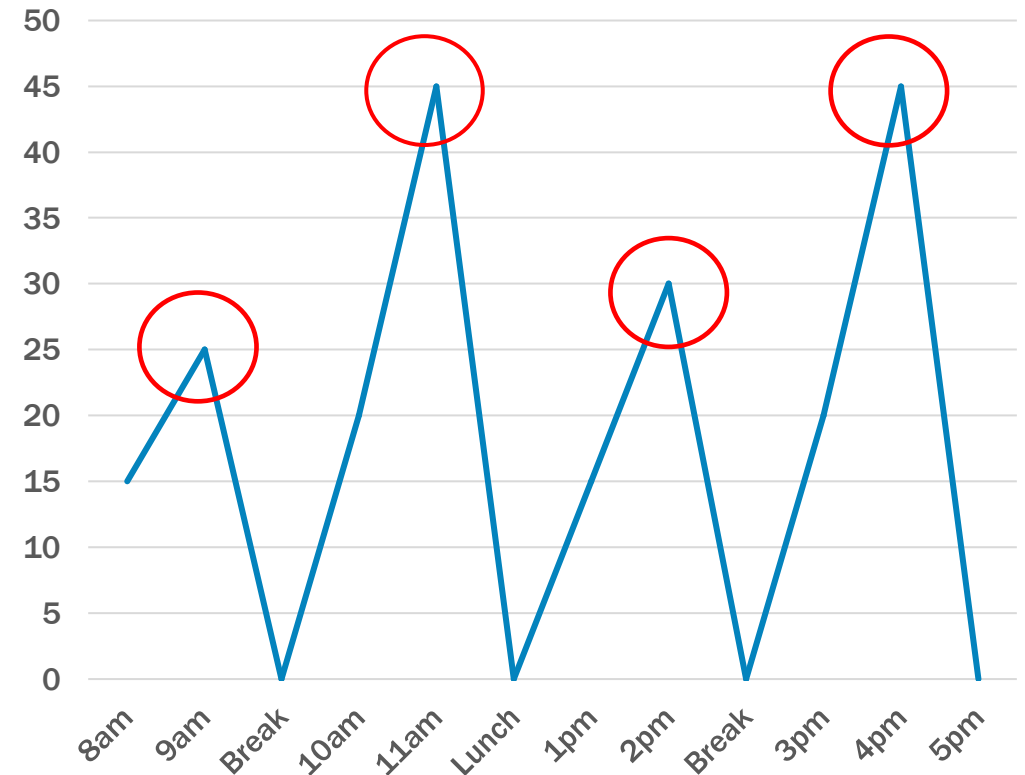
DESIGN, DEVELOPMENT, & DELIVERY

- **Objectives and outcomes MUST be made public.**

- **The trainer has approximately 90-seconds to gain credibility and tell the learner WHY they need to know the information.**

- **Each session should have an opening and closing.**

- **Course expectations should be clear.**

- **USE pre-assessments to help guide instruction. If everyone gets a compliance question correct, don't spend as much time on that area. FOCUS on where they need assistance.**

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SPECIAL NOTE:

- **Training is not a quick fix for behavioral problems.**

- **18 to 254 days for a person to form a new habit.**

- **Average of 66 days for a new behavior to become automatic.**

EVALUATION OF TRAINING PROGRAMS

- **Every training class should have a participant evaluation form.**

- **The trainer should reflect and write a summary of what worked, what didn't work, and/or what should be done differently.**

- **Pre- and Post-Test to determine knowledge improvement.**

- **The overall class performance is a reflection of the trainer's ability!**

EVALUATION: WHAT TO LOOK FOR

- Take an average of the pre and post-test for the entire class…OVERALL, was there an increase or decrease?

- Compare this to other classes offered (preferably by a different trainer).

- Quantify the results of the participant evaluation. Use a Likert scale (from 0-10)…

- Add a 30-day, 90-day, and six-month follow-up to observe what was retained.

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EVALUATION: WHAT TO LOOK FOR

- **Use Mixed Methods Research Tools**
    - **Quantitative – <u>numbers</u> (feedback survey, pre and post-test results, etc.)**
    - **Qualitative – <u>people</u> (focus groups, conversations with supervisors and managers)**

ALIGNMENT & CROSSWALKS

- **Add competencies to performance evaluations.**

- **Align what you're training to industry standards.**

- **Develop Individual Development Plans (IDPs) for employees.**

- **ALWAYS, always, always, consider adults who may have special learning needs (not just disabilities).**

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THANK YOU!

ANY QUESTIONS?

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