

## Training New Hires: Transcript

### Slide 1:

#### Leading with Innovation

NIC Virtual Conference

November 9, 2016

### Slide 2:

#### Training New Hires for Success

Glynis Eaton

- Supervising Probation Officer
- Western District of North Carolina

**Glynis Eaton:** My name is Glynis Eaton. I am a supervising United States Probation Officer in the Western District of North Carolina and I work in the Charlotte office. I'm going to talk with you today about How to implement an Effective Training Program for New Hires. Although you will hear me mention new officers and field training officers throughout the presentation, please remember that this style of training can be utilized with ANY new employee, officer, correctional officer, administrative staff, etc.

### Slide 3:

#### New Training Program?

**Glynis Eaton:** You may be asking yourself does my agency really need a new training program? Probation offices and correctional agencies have evolved tremendously over the past twenty years. New programs, new acronyms, responsibilities have increased, liability has increased... and chances you are using the same methods for training that have always been in place. Sure you might be adding new items to a checklist for new hires, but the program itself may no longer be suitable. Now... you might also be asking yourself, program, what program? They gave me a caseload of inmates or offenders on day one, assigned me a mentor who helped for a while, and then I was on my own.

### Slide 4:

#### Training Methods - Trial By Fire

- Problems
  - Too much in too little time
  - P & P have multiplied and "training days" have not
  - New hires lack confidence
  - Takes too long to learn all needed skills
  - Major mistakes made well into first and second year on the job

**Glynis Eaton:** Let's talk about this style of training for a minute. I like to call it the trial by fire method. If you can relate to this style... you were hired to replace a retiree or someone who was fired, so let's face it, their work might not exactly have been up to par when you inherited it. There was a need, you were hired, and the idea was for you to come and get things back together quickly and effectively. Many times agencies shortcut training because they need results fast and training might slow that down. And even if there is a training program or process in place, it is often rushed so that you can hurry up and start getting the job done. Now twenty years ago this may have worked because the job required you to learn say 20 tasks and a handbook or manual 50 pages long. I don't know about your agency, but between local and national policy, we have about 800 pages of policy officers need to learn. Here in our probation office we really started noticing this when officers who had been on board for almost two years still had many questions. This really frustrates new hires, because good employees want to learn. They want to learn fast and they want to become good at their jobs quickly. Especially the new generation of employees and millennials, but that is a whole other training. Bottom line if you are still referring to an employee who has been on board for a year as "new," you might need to think about changing your training program.

Why are you calling them new? Because they still have so much to learn? Why haven't they learned it yet? Another clue that you might need to revamp your training is that new hires are making major mistakes on the job well into the first or second year on the job... not only that but you write it off as "well they are new, or they are still learning." Sure you may have issued them the 800 pages of policy, but does that really count as training, does that really cover you?

**Slide 5:**

### **Training Methods - Mentoring**

**Glynis Eaton:** Another style of training correctional agencies often choose to implement is a mentor program. They pick a senior employee who does well at their job, and they assign them to the new hire to train. This is a slightly more formal way to train someone as opposed to just throwing them to the wolves. This kind of training incorporates coaching and personal involvement that helps with training, because as you know everyone learns in different ways and seeing someone else or having a buddy to help you allows you to get some hands on learning. Let's talk about some of the pitfalls to this style of training. If you have been a mentor or a trainer, you can relate to some of this. The first couple of weeks with your new hire are very exciting. You get to personally mold this new hire into what you believe a good officer or good a good employee should be. You have their full attention and motivation at the start and you are really serving a larger purpose. It feels good, and it feels good to know that management trusts you with this kind of responsibility. Not to mention, it is a resume booster.

**Slide 6:**

### **Training Methods - Mentoring (cont.)**

- Problems
  - Overwhelming to the trainer
  - No additional benefits or compensation
  - Lack of consistency between mentors
  - Creates inconsistent training
  - Mentors not always available
  - Burnout

**Glynis Eaton:** But then after a couple of weeks you really start realizing that it is nearly impossible to get your own job done with this newbie hanging over your shoulder all day. Those first few questions were fun to answer... but now you just wish they would absorb the information so you can hurry up and clear out the 400 emails that filled your account while you were busy training them last week. You become resentful that you even agreed to do this. You find yourself saying to your friends and co-workers, "This new person really is great, very nice person, but I just need to get back to doing my job." You quickly start buddying them up with other people so that they can manage and help manage all of their questions. One of the biggest problems with this is that some mentors reach this point in the training before others. One mentor might start feeling overwhelmed and pushing their mentee off at the two-week mark. One might last a full month... and then what about that one really awesome trainer you have that is patient and kind and answers every last question, accepts texts and calls all hours of the day and night, and works side by side with the new hire until they fully understand the job? Great right? Well not if you are the new hire that got stuck with the guy who felt burnt out at the one-week mark. This creates a huge inconsistency with training. And believe me new hires talk...rookies gather together every chance they get and constantly gauge if they are at the same point someone else is. This is just natural. They talk about their trainers, their supervisors, what equipment they've been issued, what crazy things they have seen on the job, constantly comparing notes. What's really problematic is when two new hires start at the same time and at the one-year point, one is up and running and doing well, while the other still seems to be struggling. Is it the person, or was it your training program? Again this may have worked for your agency back in the day when you hired a new hire every couple of years or so. If you have a sudden influx of new hires in your office, now might be the time to start thinking about something different, something better. Logistics may have also changed. Are your employees teleworking, traveling from office to office, encouraged to be out in the field more? Learning from your peers may not be as easy as it was back when you were hired. Think about how the core duties of your job have evolved over time. More and more responsibilities? Less free time? I might be showing my age here, but I remember a day when employees actually read the newspaper at work, lingered in the lunch room an extra fifteen minutes, literally gathered around a water cooler... yep we even had a pool of money to pay for fresh drinking water. There

was a different sense of time and comradery than what exists in today's fast paced correctional agency. With more and more to do, sometimes it is just not feasible for a peer to have the time to teach a new employee everything you need to know to do the job well.

#### **Slide 7:**

##### **Training Methods - Academies**

- Problems
  - Tend to teach general P & P
  - Focus is on safety/firearms/defensive tactics
  - Waiting period for academy dates
  - Local practices vary
  - Teaching to the masses

**Glynis Eaton:** So what's the answer? Maybe we just need one training academy where everyone gets the same training and new hires don't even start until they receive training. If your agency has this...wonderful. You already know all the great benefits of a training academy. Academies offer a sense of confidence for the new employee and they build great relationships there. Here in federal probation, we have had a national training academy in place for I want to say about 12 years. And yes it is fabulous... BUT it still didn't solve all of our training issues. For us, our academy teaches the national standards, so officers come back and have to learn all of the local policies and practices... so basically they are getting a very generic general overview at the academy. Also, they receive phenomenal safety and firearms training, but not so much focus on the day-to-day job functions.

#### **Slide 8:**

##### **New Method**

**Glynis Eaton:** So what is this new innovative program that is going to solve all of your problems???

Well I can't promise the world... and I can't promise that implementation will be easy... but I can promise using this method will provide standardized training in a relatively short amount of time, it will instill a sense of confidence for trainees upon completion, and it is a program that both trainees and trainers benefit from.

#### **Slide 9:**

##### **Field Training Officer Program**

U.S. Probation and Pretrial Services Office  
Western District of North Carolina

**Glynis Eaton:** The program we developed here in the Western District of North Carolina Probation Office is the Field Training Officer Program. FTO Program for short. Now I know what you are thinking, isn't that what police officers do? Yes, it is. So what's so innovative about that? Well, quite honestly nothing. The innovative part is taking a police style of formalized training and inserting it into a different agency. Has anyone else done it? Well you would think so...but before I answer that, let me give you a little bit of background on how we got to this point.

#### **Slide 10:**

##### **Field Training Officer Program**

- History

**Glynis Eaton:** Back in 2013, I was our Program Development Specialist and head of the training committee. Several committee members at the time, along with our Safety Specialist, had all experienced similar training pitfalls. We had a variety of training experiences back when we were hired in the early 2000's, and were frustrated after a few years on the job finding out that we were supposed to be doing this or that, and we weren't doing it because no one ever told us to... yes we could have read the 800-page manual, but no one really had time for that, we were already working our caseloads. There were a few of us... well let's just say we are perfectionists, and a little bit whiny... and we were finally in a place in our

careers where we could do something about it. Our Safety Specialist, a former police officer, was always telling us that what we needed was an FTO program, but we had a hard time figuring out how that really applied in the probation world. Around that same time, I became a mentor. Sure enough, to a former police officer.... those first few weeks were exciting. I taught her everything I knew, held her hand through the first few forms and probation visits, etc. Then I started falling behind on my work and sent her off to the wolves... no repercussions for me, we didn't have a formalized program in place. We had a checklist system. I worked through the checklist... rushing through the second half of it and sent her off to supervise her new caseload.... a year later, she still had questions, a year and half... still questions... two years... same thing. She still had questions about her job. She was a fantastic officer doing a great job, but she was beyond frustrated. I kept referring her to the manual, but she was a hands on learner. It was time to revisit the FTO model...could this work for us? We had to do something different.

The Training Committee teamed up with the Succession Planning Committee, and with the approval of our chief, we started researching. We asked other probation offices, federal and state offices, across the country, what they were doing. We must have talked to fifty different people, and we kept getting the same response... our training program stinks... they talked about the mentor programs, the trial by fire programs, the academies... not one agency could tell us oh yes this works and we love it. We were truly hoping to just kind of cut and paste someone else's program into our training manual and change the name of the district at the top. So we decided we had to create it from the ground up we settled on the FTO style. Our Safety Specialist and my new mentee had convinced me that it could work. Why did they like the police style of training so much?

**Slide 11:**  
**FTO Method**

- Academy = basic P&P
- FTO= where you learn how to do the job
- Formal program
- Specific time frame
- Safe learning environment
- Hands on learning

**Glynis Eaton:** Well for one they understood that the academy is where you learn basic safety training and the FTO program is where you really learn how to do your job.

Secondly, they like the fact that it is a formal program with a specific time frame. None of this, some get two weeks, some get two months training. Each new hire is afforded a specific amount of time where it is safe to ask questions, make mistakes, learn, ask more questions.

The FTO themselves are experienced and outrank you, but they aren't your supervisor. They aren't judging you if you ask a question more than once. Sometimes it takes more than once. That is a natural part of the training process. They also aren't your peers. They are designated to answer these questions and they have the right answers. Have you ever been that new person on the job and your supervisor snaps at you and says... who taught you that? Oh Jeff, don't listen to him, he doesn't know what he is talking about. And you are thinking... he was the only one that took the time to help me!! With the FTO program new hires aren't floundering around begging for help, they have a designated person to go to, whose job it is to help them, and they can count on solid correct answers.

Another benefit is that this style of training lends itself to all sorts of learners - visual, auditory, and hands-on learning.

Now I know what you are thinking.... that sounds great, but my agency doesn't have the manpower or budget to hire or promote full-time Field Training Officers. Don't worry we will get to that and how you can customize it to work for you.

So next it was time for program design... If you are intrigued yet, go ahead and be thinking about how you would be designing it for your own agency as I walk you through our process. Let's talk about each aspect of the FTO method that our former police officers liked and how we incorporated it to fit us.

## Slide 12:

### FTO Learning Environment

- Why it works?

**Glynis Eaton:** They liked the FTO program because unlike the academy where they gained knowledge, working with the FTO is where they really learned how to do their job. Let's take just one task for example, dealing with a noise disturbance. As a new police officer they learned how to handle this kind of call by watching their FTO handle one for the first time. They watched their FTO handle the matter, and probably on the way to the disturbance their FTO talked to them about what to expect, gave them some basic pointers about what to keep in mind or how these things typically pan out. So far they learned by watching and listening. So what do you think happens the next time there's a call for disturbance. Yep, the rookie gives it a shot while the FTO sits back and evaluates. Sure, he or she is there to jump in if they need help, but the new officer learns by doing. No wonder this is such an effective training environment!! This is ideal for adult learners, watching, listening, and doing, incorporating all of the basic learning styles.

Hmmm so how do we create a program that incorporates all three styles. Were our current mentors doing that? Let's take one of our basic tasks - home inspections. A home inspection for a probation officers is usually the first physical walk through of an offender's residence. Officers are supposed to look for certain things, ask certain questions, and then document the contact afterwards. Had we watched our mentors conduct a home inspection? For most of us, yes. Did they tell us about what to expect and give us pointers? For most of us yes, but the information we got varied greatly. Hold on to that thought, we will come back to that when we discuss formalizing the program. Did they watch us do a home inspection and evaluate how we did? Most of us answered no. Why? Because we basically just shadowed them for a few weeks. Our mentors really didn't have time to manage their caseloads and our caseloads too. That would have been an 80-hour week. So you look back at the police method, and the difference is, is that that patrol car or two-man unit is only responsible for one set of calls not two. So that was our first answer - no caseloads for trainees, only the trainer for at least the first thirty days.

## Slide 13:

### Create a Watch, Learn, Do Environment

- No responsibilities for training for 30 days
- Teach model to trainers

**Glynis Eaton:** Let me say that again because this is a KEY INGREDIENT to an effective training program... no caseload for the trainee for the first 30 days... so for your agency... no work or responsibilities for the trainee (however you define that) for at least the first 30 days. We will revisit this some more later and why this is so important. How else did we accomplish the watch, listen, do method... well we decided that we need to explain this model for training to the FTO. We decided each FTO would go through an orientation where our Training Coordinator would stress this method for teaching. Show your trainee how to do it, give them some background and information, and then watch them do it. This benefits the trainer too... remember how I kept talking about mentors getting behind and burnout and frustrated. Well now they show the new officer how to do a home inspection and document it and then the next time the trainee does it themselves and documents it themselves. Essentially they are helping the trainer do the trainers job, because they don't have their own caseload at least at the start. Just the other day I overheard an FTO tell their new officer, go type out the warrant and bring it back to me and we will review it. Then I saw the FTO go to their own office and was able to catch up on some work while the rookie typed up his warrant. Win-win for the trainer.

## Slide 14:

### Formalizing the Program

- Establish a set time frame for your new hire training program
- Determine essential tasks
- Break down each task
- Create a manual

**Glynis Eaton:** Let's step ahead to the next aspect. The police officers liked that it was a formal program with a specific time frame. Guaranteed set aside time for training and learning for each new hire. This helps your agency with liability issues as well. Trusting new hires to fully understand the job without affording them a safe learning environment is a big risk to assume. People learn at different speeds, but for us we settled on 90 days, with the caveat that it could extend to 120 days if the FTO and new hire's supervisor agreed that it is needed. So, 30 days no caseload or responsibilities, and then 60 days with responsibilities, but you still have your FTO, so no "throwing to the wolves." This differed a little for our pretrial court and presentence officers. Presentence officers are not assigned reports for the first 30 days and pretrial court officers are not assigned bond reports for 30 days. Let's talk about designing the program itself.

#### **Slide 15: Determine Essential Tasks**

**Glynis Eaton:** Before you create a policy or a manual, or decide on things like how FTOs will be selected...figure out what exactly you want taught. Once you have an outline for what the program will look like, it will be easier to create a policy, program goals, decide on who your FTOs will be, how they will be selected, and all of the other details that we will get to later.

Now... don't get greedy here. The reason you determined the time frame to your program first is so that you can settle on a reasonable number of tasks that the FTO can teach in that time frame. Think quality not quantity. Remember, if you want the Watch-Learn-Do method, you can't overload the FTO and the trainee with a laundry list of everything your agency does. One of the goals of the program is for your trainee to finish the program with a sense of confidence about their job. Wouldn't you rather a new employee learn and understand how to do 20 things really well on day 90 as opposed to being introduced to 150 concepts they never really learned? Have you ever heard of the firehose approach to training? It's like spraying someone with as much possible information as you can, as fast as you can, hoping it all sticks. No one effectively learns this way. So if you are going over a 100-point checklist with a new employee the first week... you might feel like the liability is off of you and on to them... but it isn't. Giving information is not the same as teaching it. So remember, focus only on essential tasks. This is another key ingredient to the recipe.

#### **Slide 16: Break Down Each Task**

**Glynis Eaton:** Once you have your tasks narrowed to the ones that are essential, you want to break those down and define them. Why?

Let's go back to the home inspection as our example. We have already established in the watch, listen, do teaching format that the trainer will conduct a home inspection, while the trainee watches it. And we know that the trainee will conduct a home inspection while the FTO watches and evaluates. So we have the watch and the do. Now the listen part... the talk the FTO has with the trainee before and after the home inspection. What we want to do is break down some of the inconsistencies with training. One trainer might be very focused on safety... telling the trainee how to deal with canine threats during a home inspection, different places weapons are stored in the home, that kind of thing. While another trainer who is very focused on paperwork might spend lot of time showing the trainee how to write the perfect novel about his or her home inspection after the fact. While these are both ok and not discouraged, we want to ensure that EVERY trainee gets at least some consistent information about home inspections. So for us we broke down each task into three sections... policy, tactics and procedure, and documentation. Between the safety manual, our local manual, and national policy, there is about 15 pages alone dedicated to home inspections. As you can see here in the photo, we chose two bullet points to highlight. Again - quality not quantity. This isn't to say that new hires aren't expected to learn all policy. We will get to that later. Then tactics and procedure - a basic definition of the task, think of this as how you read an instruction manual. And lastly, each task has a documentation section. Once the task is completed, how do you document it. Let's face it, if you don't document it, it didn't happen, so just about every task new employees conduct require documentation.



Essentially every task is broken down into, what you need to know, how you need to do it, and where you put the information after you do it.

**Slide 17:**

**Create a Manual**

- Checklist
- Task Sheets
- Policies and Specifications

**Glynis Eaton:** All of this information will need to be included in a manual. Your FTO and the trainee should get a copy of your manual so that once the training period is complete, the new hire can still use it for reference. Remember you are choosing essential tasks, ones that the new hires likely complete on a weekly or daily basis, so they will appreciate having a how-to-guide as opposed to a policy manual for reference. We will come back to policies and specifications for your program later.

**Slide 18:**

**Select Qualified Trainers**

**Glynis Eaton:** Another aspect of the police model that we liked was the “safe learning environment.” Your specific time frame will help with this because there is a guaranteed length of time so new hires aren’t sent out on their own too early. Creating that safe learning environment really comes down to selecting qualified trainers. I suggest establishing a process that includes the trainee’s supervisor, your training coordinator if you have one, and upper management. A lot of times the trainee’s supervisor picks a mentor for someone and that’s how trainers are chosen. The success of the program is largely dependent on the selection of your trainer, and if upper management is involved you can help ensure that their vision and values are also part of the selection. Your training coordinator may also be in tune to who you have that is already a good coach, instructor, or has individual training that might have prepared the person to be ready to be a qualified trainer.

**Slide 19:**

**Create Trainer Specifications**

- Knowledgeable
- Leaders
- Role Models
- Reassuring
- Understanding
- Helpful
- Patient
- Good Communicator

**Glynis Eaton:** Create specifications in your policy, which is included in your manual as to what kind of trainers will be in place. So here’s just a couple of ours.

Trainers should be selected based on their accessibility, knowledge and skills, job performance and training ability. Trainers should be leaders and role models, not only for the trainee, but also for this district. I really like this one, because we all have that one employee who does everything they are supposed to get promoted...but never does because they are downright toxic. They just don’t play well with others. These are NOT the people you want to be your FTOs. Make sure your policy outlines what kind of qualities you want to see in an FTO.

**Slide 20:**

**Formal Lines of Communication**

**Glynis Eaton:** You also want to establish lines of communication for feedback. We tested this several different ways, and landed on weekly meetings with the FTO has with the trainee’s supervisor. Our FTOs fill out a form each week to review with the supervisor. Be specific about the number of meetings and what those meetings will look like. Because let’s face it, you can have the best of intentions to have regular meetings, but things come up and before you know it’s five weeks have past and you haven’t got around to it yet.

This does several things. It allows the supervisor to know how their new hire is doing and how they are progressing. Too often we hire someone and we find out way too late that there are performance problems. Back when we just had peers informally training one another, they might see something but think oh it's not my job to report that. And even FTOs don't want to be thought of as tattletales, so now that are serving in a supervisory capacity - they often take on the role of curbing behaviors as they see them. For instance, an FTO notices that a new trainee is spending a lot of time on their personal phone... they might have a conversation about that with them early on before the supervisor notices, or rumors start spreading from others. There is a chance for this "slip up" to be fixed while they're still in the training period. These meetings also serve as a chance for the FTO to show all that they are doing. We consider our FTO program to be as much about the trainer as it is about the trainee. FTOs are proving themselves as leaders and developing their leadership skills. Communicating the good, the bad, and the ugly is all part of being a supervisor... and they are getting the opportunity to practice those skills in the FTO program.

#### **Slide 21:**

##### **Reward Your Trainers**

- Succession Planning
- Temporary Pay Increase
- Reduced Responsibilities

**Glynis Eaton:** Let's talk a little bit more about your trainers... this is another key ingredient. Design the program as much for the trainer as for the trainee. Your FTOs or your trainers will make or break the program, so you have to make it beneficial for them. This should not just be a training program for new hires, but a succession planning program for your trainers. Think about what programs you already have in place for personal development... maybe you have a career development program, individual development plans, management training courses... whatever programs you have in place to get line staff ready for leadership positions - be sure to add this program to that list. Your agency really gets to double dip here... this program is for training new hires... getting better trained employees in a shorter time frame AND if developed properly... you are getting line staff ready for management positions. Think about the regular duties of a manager - performance evaluations, they conduct meetings to discuss challenges and successes, deliver regular positive and constructive feedback, communicate performance expectations... these are all roles of the Field Training Officer. Chances are if someone is a top notch FTO, they are also going to be a great candidate for a supervisory position.

You will want to find other ways to reward your trainers. Remember we are trying to prevent the old burnout method we talked about before. Have you ever noticed that in your agency that it is a handful of people that do all the work? You might have 100 employees, but it is always the same ten people volunteering for extra duties. And then management comes to rely on those ten people, and those ten people get volunteered or voluntold for different committees, special assignments, etc. Chances are those ten people you are thinking about right now are going to be your FTOs. You must find some way to reward them, other than a pat on the back, because they are already stretched thin. You want them to serve as an FTO more than once, so it has to be a beneficial experience for them too.

#### **Slide 22:**

##### **Implementation Obstacles**

- Development Delays
- Focused Mission
- Work Realignment
- Insist on Key Ingredients

**Glynis Eaton:** Alright, let's get into implementation. I warned you this part might not be easy, but please learn from our mistakes, so that YOUR program has the best chance for success.

Developing the program. You might be overwhelmed at this point thinking, who is going to come up with all of these tasks and break them down, etc.... and I'm not going to sugar coat it. That part is hard. I would suggest forming a committee for this project, and appoint a chair who is fully bought in to the program. Depending on the size and responsibilities of your agency, you may need subcommittees within the committee. We had subcommittee chairs who determined all of the essential tasks and then assigned



subcommittee members tasks to “break down” and outline for the manual. As with any project, we had members who didn’t get the job down or couldn’t meet the deadlines and others had to pick up the slack. Bottom line, pick your deadlines and stick to them. This program will not put itself together and one person cannot do it all.

Another implementation obstacle you might encounter is “selling the program” to all of the key players. If this is something you decide to do, remember the people you are selling it to probably did not listen to this presentation. Upper management must be on board. Involve your HR folks too. It is the responsibility of upper management to get middle management bought into this new method for training.

One of the problems we encountered was selling it to middle management. They were all on board for the training and rewarding FTOs and most aspects of the program. They did however pose many roadblocks when it came to the part about not having a caseload for the trainee for the first 30 days. Their points were valid in that we really need this new hire... we needed the new hire six months ago... we’re finally getting them and now you want me to wait another thirty days before they start doing any work... YES!

Don’t budge on this. The program does not work if the trainee and the trainer both have workloads.

#### **Slide 23:**

##### **Key Ingredients**

- No assignment for the trainee for first 30 days
- Focus on essential tasks
- Design your program for both the trainee and the trainer

**Glynis Eaton:** Remember this is one of your key ingredients to a successful program. If you include and maintain these key ingredients, your program will prosper. Try to sell it to your middle managers that the goal is to have a new hire up and running in 90 days (or whatever your time frame is) as opposed to struggling and still searching for answers after a year on the job. And yes, other employees or even supervisors may have to continue to handle that workload for the benefit of the new employee and for the benefit of the program. In turn you will get a more productive employee in a shorter turnaround.

Another key ingredient is focusing on essential tasks. Now after a few supervisors experience the FTO program...they are going to love these new hires! Trust me, they will see the difference...they are going to start seeing less mistakes and receive fewer complaints and questions. They are going to love it... and then supervisors start doing what they do best... they start offering advice. They start telling the FTO program coordinators oh you should have the FTOs do this or have them teach this too. Don’t fall for it. Stick to your essential tasks. If you keep adding one or two here and there, in five years you will be back to a checklist system. Learning 100 tasks in a short amount of time... learning none of them well... and your trainees will lose that sense of confidence. So stay strong on this one too.

Last key ingredient - Design your program for both the trainee and the trainer. If you can’t give your trainers a pay increase, find some way to decrease their responsibilities during the training period. This is another aspect that some people might disagree with because someone has to absorb these responsibilities. Others will have to sacrifice for the trainee and trainer during your set training period. This is where your FTO program coordinator must have the backing of upper management. If you don’t include the key ingredients the recipe just doesn’t work.

#### **Slide 24:**

##### **Long Term Success**

- Surveys
- Program Evaluation
- Training Coordinator

**Glynis Eaton:** In order to ensure long term success, you will want to incorporate a few fundamental practices. Survey your trainer and trainees. Design questions around your program goals. For instance, one of the questions we asked trainers is “Did you receive new case assignments during the training period?” That is one of the incentives we promise our trainers and it is the program coordinator’s job to make sure that we follow through with that promise. The trainee is also given the opportunity to give feedback at the end of the training period. If you have several trainees in one year, you might want to

survey them at the same time to promote anonymity. Program evaluation – once a year everyone who was involved in the FTO program gets together for a short meeting to discuss the program. Administrators – listen and learn, take note, but remember don't sacrifice your key ingredients. Additionally, the training committee reviews the FTO manual once a year and works together to incorporate updates on policies, etc. Lastly, if you haven't figured this out by now – the whole program and the whole process takes oversight. Your training coordinator will need to be a visionary and committed to the program's success.

**Slide 25:**  
**Signs of a Successful Training Program**

**Glynis Eaton:** You will know you have your key ingredients in place when you start seeing signs of success.

For us we call it the Field Training Officer Program. For your agency, name it whatever you want... with these key components you will have a standardized training in a specific time frame which increases training efficiency. You will start seeing a more productive employee in a shorter time frame. Less mistakes are made at the one-year mark and beyond. There is an increased trainer satisfaction and less burnout... and you will instill a sense a confidence for your trainees upon completion.

This concludes my presentation for today. Now what questions do you have?