



# Consistency, continuity, and accountability in Instructor Guides

*Developed by Jacobs, et al, LLC*

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# Today's webinar

09.23.2021

## What we will cover:

- Define and explain consistency, continuity, and accountability
- Explain why each is important
- Discuss how we achieve it in developing Instructor Guides

## Materials:

At the beginning:

A Participant Guide

At the end, you will receive:

- The Instructor Guide for this presentation
- An MS Word Template used to build it

# Introduction

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## **Rick Jacobs**

Principle in Jacobs, et al, LLC

Learning and development since 1994

- As a trainer in law enforcement and graphic design
- As adjunct faculty in criminal justice and graphic arts

Deputy sheriff and instructor in Virginia for 10 years

BS Philosophy

MS Criminal Justice

IADLEST NCP Evaluator

IADLEST NCI

IADLEST Accreditation Board Member

The background of the slide is a collage of various police and sheriff's office badges. The badges are in shades of gray and are slightly out of focus, creating a textured, layered effect. Some visible text on the badges includes "POLICE", "DEPT.", "SHERIFF", "DEPUTY SHERIFF", "COUNTY", and "GOD WE TRUST".

## Poll: What should be in an Instructor's Guide?



## Answer

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Everything that an instructor should say, prompts for discussions, activities explained with expected outcomes, teaching tactics and strategies, and additional background.

# Why this is important

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- Increased court action against police and agencies
- Current training materials do not *really* support accountability
- Need for a “Chain of Evidence” in learning



# Terms

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- Instructor Guide
- Learning transfer
- Performance outcome
- Assessment



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Poll: Can anyone teach anything?





# Answer

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YES!

With a few exceptions...



## Consistency

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**Consistency, in the cause of learning, is the accuracy of information, reliably transferred, so that the performance measured upon completion of training yields highly similar results.**

# Why consistency

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- Every iteration is the same
- Create reproduceable results
- Aberrations stand out for investigation
- Otherwise, investigation is subjective





## Continuity

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**Continuity, in learning, means the consistent delivery of the same information over time and between iterations of training and in between other courses.**



## Why continuity

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- In movies – details in each scene are the same
- In math – abrupt changes are reduced
  - Also, small adjustments input can reduce small changes output
- Succession planning – changes in the who does not change the what
- Military instructor development accounts for all of these through IGs



# Accountability

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**Accountability is the result of consistency and continuity, and provides the science and evidence to identify responsibility and justify consequences.**

# Why accountability

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- Accountability is the ultimate goal
- Without consistency and continuity, there is no accountability
- An IG establishes this by providing - *everything*
- Only reproduceable results can establish true accountability



# The “Is law enforcement a profession?” experiment

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- Three volunteers: two with a bullet point, one with a paragraph
- Each given five minutes to study, then each presented alone
- Two gave identical presentations
- One gave the presentation intended by the bullet point
- All did very well (experienced instructors)
- All provided accurate, factual information
- Only one presented what the course required



- I. Do this thing
  - a. This thing is important
    - i. Why this thing
    - ii. Why this thing, this v
  - b. It is REALLY important
  - c. Remember to do it
- II. Now do this other thing
  - a. It is really important to do th
    - i. I once saw a rabbit a
  - b. There was way it shouldn't l
    - i. This is why don't do
    - ii. The case that said de
    - iii. What happened to p
    - iv. Why some people st
  - c. This is how to do it now
    - i. Who decided this
    - ii. What they are doing
- III. This thing is another thing
  - a. Why we ignore this thing
    - i. Bob started it. We d

## How we achieve it

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- Starts where a lot of current training development ends
- You are already doing the first half
- The outline is the pivot point between design and development

# The order of development

- I. Do this thing
  - a. This thing is important
    - i. Why this thing
    - ii. Why this thing, this way
  - b. It is REALLY important
  - c. Remember to do it
- II. Now do this other thing
  - a. It is really important to do that
    - i. I once saw a rabbit attack a fox
  - b. There was way it shouldn't be done
    - i. This is why don't do this
    - ii. The case that said don't do it
    - iii. What happened to people who did it
    - iv. Why some people still do, but still dor
  - c. This is how to do it now
    - i. Who decided this
    - ii. What they are doing now
- III. This thing is another thing
  - a. Why we ignore this thing
    - i. Bob started it. We don't like Bob
    - ii. Why Susan does it right

Start with the outline



- I. Know how to Terminal Performance Objective
  - a. Perform an Enabling Performance Objective
    - i. Chunk of supporting information
    - ii. Chunk of supporting information
  - b. Identify an Enabling Performance Objective
  - c. Apply an Enabling Performance Objective
- II. Evaluate how to Terminal Performance Objective
  - a. Discuss an Enabling Performance Objective
    - i. Chunk of supporting information
  - b. Identify an Enabling Performance Objective
    - i. Chunk of supporting information
    - ii. Chunk of supporting information
    - iii. Chunk of supporting information
    - iv. Chunk of supporting information
  - c. Arrange an Enabling Performance Objective
    - i. Chunk of supporting information
    - ii. Chunk of supporting information
- III. Create a Terminal Performance Objective
  - a. Perform an Enabling Performance Objective
    - i. Chunk of supporting information
    - ii. Chunk of supporting information

Create Performance Objectives

- I. Know how to Terminal Performance Objective
 

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  - a. Perform an Enabling Performance Objective
 

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    - i. Chunk of supporting information
 

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    - ii. Chunk of supporting information

Fill in content



sup-chunk reader  
This is regular text for the content.

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This is where instructor prompts, tips, and other teaching/training techniques are posted.

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Content should always be as complete and detailed as possible. The less content, the more "winging it" an instructor has to do.

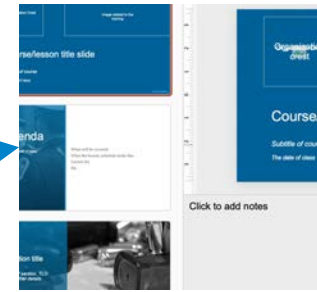
**Objectives/materials**  
In this box you list the performance objectives, materials

**"Discussion question" - time in minutes**  
Put the question in the top area. This area contains the options and the explanation of the correct answer(s).

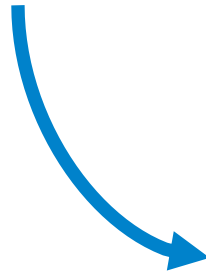
**Instructor prep notes**  
In this box you provide links to videos, document assets, etc.

**Name of activity - time in minutes**  
Here you list the activity requirements, rules, process, and expected results.

Create IG and add everything



Create slide deck



**ing Learning Objective**  
ing chunk:  
ent.

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mppls, tips, and other ques are posted.

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omplete and detailed as possible. The less an instructor has to do.

nce objectives, materials

me in minutes  
This area contains the options and the

Add slides to IG

EN ENABLING PERFORMANCE OBJECTIVES. FROM supporting "headers" that become sections

esented in a lot of Instructor Guides that are in smat - it is already broken down to that level. allows you to select verbs that then dictate how r through assessments. Knowing how you will mance of an objective dictates the activities onent so they can perform acceptably. It also which they perform.

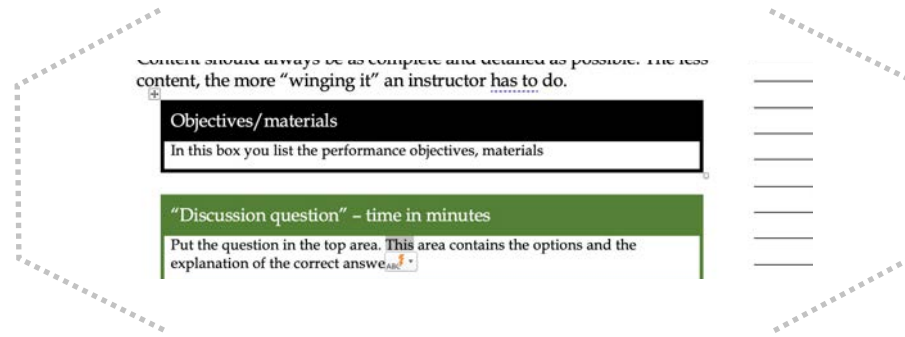
identify" can be measured by a multiple-choice strate" cannot. If you use "Describe," you are nt will have to communicate their performance. strate," you are implying the participant will v activity, whether it is a role play or

ou have your objectives established and an idea eds to be evaluated, fill it in - just like writing a

ies, testing, knowledge checks, or other things nt written. Once it is written, you go back and close the content how the course is

Create the Participant Guide





## Big idea!

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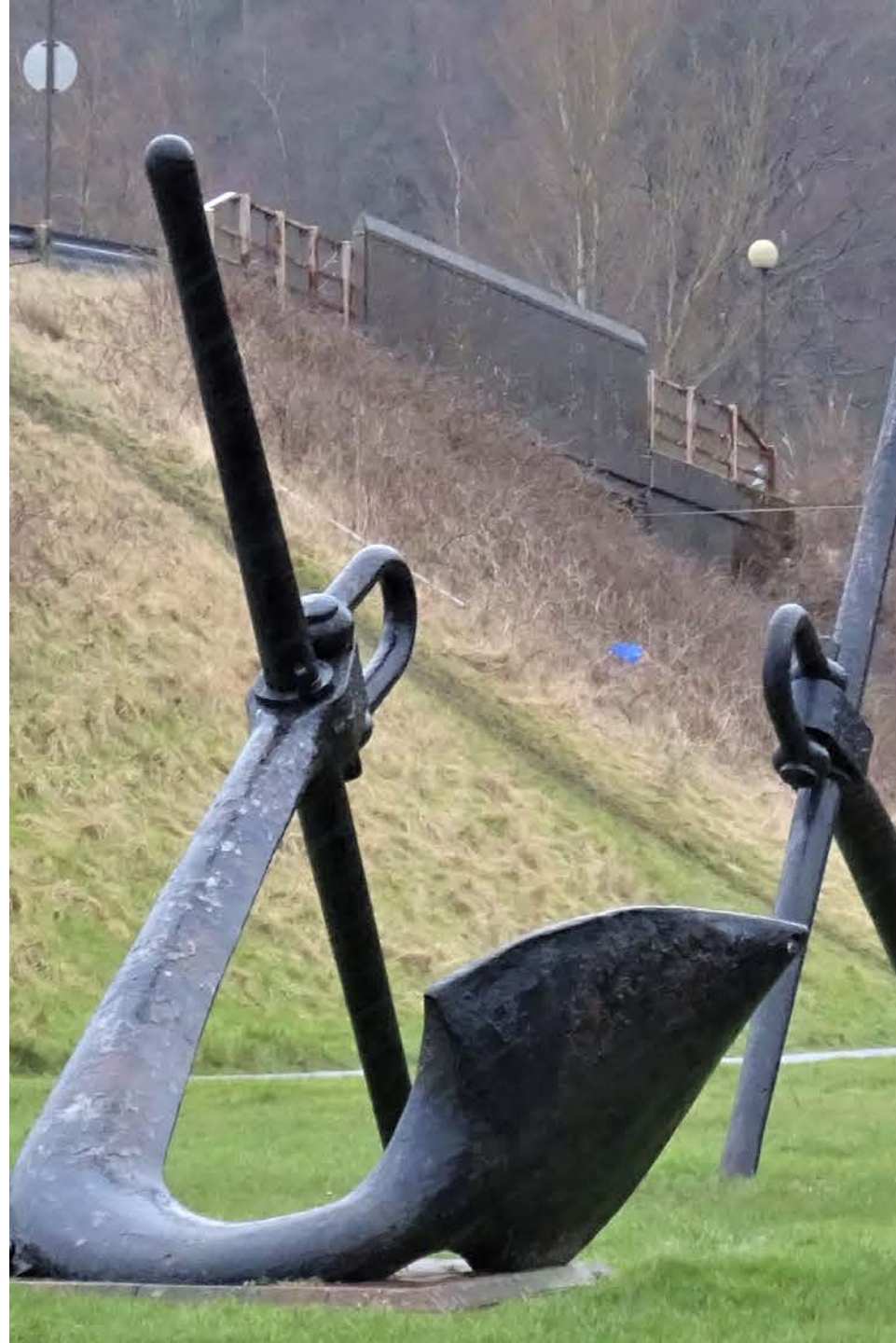
**Your Instructor Guide is the anchor of your training!**

# The IG is the anchor

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- May seem counter-intuitive
- May go against your “style”
- A lot of work upfront
- A lot *less* work to maintain
- **This** is your learning...

**“Chain of Evidence”**





# Concluding Q&A

# Contact

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