Accelerated Training: Using systems to get staff quickly up to speed


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Bottom line:

- Shortcuts: you don’t get your cake...

- Peer influence, clear expectations and supervision structure need to cover for less training

- Accelerated training needs to focus on testing, sensemaking, non normal and failure
**Question:**

- Is training a management challenge in your organization?

<table>
<thead>
<tr>
<th>No issue:</th>
<th>Manageable:</th>
<th>Ongoing concern:</th>
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</thead>
<tbody>
<tr>
<td>straightforward,</td>
<td>consciously managed</td>
<td>significant time &amp; energy</td>
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<tr>
<td>small part of what we do</td>
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Agenda

1. Systems perspective on training
2. Supervision and complexity
3. Training priorities
“Human error is a consequence, not a cause.”

Reason (1997), Managing the Risks of Organizational Accidents
Goal of training new staff:

1. Field ready product delivery
2. Know the rules
3. Understand normal
4. Respond to non normal

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Risk Tolerance

the articulated limit on the nature and magnitude of hazards and uncertainty to which an organization will expose its clients, staff and self
Organizational Planning System

- Outcomes and measures of quality

- Risk tolerance:
  - Explicit vs. implied*
Program Planning System

- Risk and skill requirements
- Solo instructing vs team
- prescribed vs Practical drift

- Program want to run vs able to run

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<table>
<thead>
<tr>
<th>Linear (single activity)</th>
<th>Complex (multi-layered)</th>
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</thead>
<tbody>
<tr>
<td><strong>Loosely coupled</strong></td>
<td>• decentralized management structure</td>
</tr>
<tr>
<td>(flexible, with time to correct errors)</td>
<td>system interactions</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>• centralized for tight coupling</td>
</tr>
<tr>
<td>Small owner/operator guide service, one trip at a time</td>
<td>system interaction</td>
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<tr>
<td><strong>B</strong></td>
<td></td>
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<tr>
<td>Expedition-based leadership program, multiple groups, same time</td>
<td></td>
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<tr>
<td><strong>Tightly coupled</strong></td>
<td>• centralized control structures</td>
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<tr>
<td>(inflexible and time-restricted)</td>
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<tr>
<td><strong>C</strong></td>
<td></td>
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<tr>
<td>Large rafting company running several daily-trips back to back</td>
<td></td>
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<tr>
<td><strong>D</strong></td>
<td></td>
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<tr>
<td>Large adventure-travel service, many trips, many locations, tight timelines and complex scheduling</td>
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</table>
Crisis Mgt. System

- Clear definition of crisis
- Clear boundaries and non-normal
- Directive action
- Directive comm.

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System perspective on training

1. What are we trying to accomplish?
2. What is our tolerance for risk?
3. What are the demands of our programs?
4. Does any of this need to change?
1. Systems perspective on training
2. Supervision and complexity
3. Training priorities

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What do my supervisors ‘supervise’?

Hired hand vs. Free Agent

Supervising vs. Un-supervising

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</thead>
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<td>**Decentralized management struc-</td>
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<tr>
<td>(flexible, with time to</td>
<td>ture, complex) system interactions</td>
</tr>
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<td>correct errors)</td>
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<td>**Small owner/operator guide</td>
<td>**Expedition-based leadership pro-</td>
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<td>gram, multiple groups, same time</td>
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<td>several daily-trips back to back</td>
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<td>**Bear Mountaineering &amp; the</td>
<td>**Gap Adventures Celebrating</td>
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<td>Burnie Glacier Chalet</td>
<td>Earth Month 2012</td>
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<td>NOLS, the premier teacher of</td>
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<td>outdoor skills and leadership,</td>
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<td>offers courses 10 days to full</td>
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<td>semesters in the world’s</td>
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<td>most spectacular wilderness</td>
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<td>classrooms.</td>
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<td><strong>Centralized control structures</strong></td>
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Supervision/HR System

- Lead staff as trainers
  - Continual training, daily feedback
  - Create authority

- Put into team and keep together
  - Peer pressure

- Clarify role ambiguity

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Typical approach to training

1. Field ready product delivery
   • Process of delivery

2. Know the rules
   • Familiarize

3. Understand normal
   • Normal

4. Respond to non normal
   • Decision making

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Accelerated Training

1. Field ready product delivery
   • Process of delivery

2. Know the rules
   • Familiarize

3. Understand normal
   • Normal

4. Respond to non normal
   • Decision

Delivery outcomes
Test
Non Normal
Sensemaking

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Accelerated Training

- Product over Process*
- Risk tolerance
- Limits and boundaries

*process self evident!

Delivery outcomes

- Test
- Non Normal
- Sensemaking

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• Homework!
• Test and retest
• Prove competency under critical stress
• Peer pressure

• Delivery outcomes

Test

• Non Normal
• Sensemaking

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- Process = normal
- Outcomes = non normal

- Train to failure

- Define behaviours

Risk creep; non clicking triggers

- Delivery outcomes

- Test

Non Normal

- Sensemaking

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• Meaning over deciding

• Bricolage

Interpreting ambiguous signals;
Schema selection

• Delivery outcomes

• Test

• Non Normal

Sensemaking

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- **Bricolage**
  - intimate knowledge of resources
  - situational awareness
  - trusting one's ideas
  - self-correcting structures, with feedback

- **Delivery outcomes**
- **Test**
- **Non Normal**

Sensemaking

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Training Priorities

1. Field ready product delivery
   • Delivery outcomes

2. Know the rules
   • Test

3. Understand normal
   • Non Normal

4. Respond to non normal
   • Sensemaking

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How do we do all this (with no time?)

- Outcomes and risk tolerance:
  - From the top, from the outside

- Critical incident; failure

- Case study org IRF’s
Bottom line:

• Shortcuts: you don’t get your cake...

• Peer influence, clear expectations and supervision structure need to cover for less training

• Accelerated training needs to focus on testing, sensemaking, non normal and failure
To Do List:

1. System influence and program demands re. training realities
2. Risk tolerance: explicit vs. implied
3. Do supervisors ‘supervise’?
4. Train to failure – non normal, risk creep & non-clicking triggers
5. Peer influence on training (and performance)
References / further reading


