HIGH IMPACT TRAINING PRACTICES

INTEGRATED TRAINING

Integrated training suggests looking at training from a systems perspective. Instead of single or multiple “training week” or one-time training period, the organization should seek ways to develop a learning community where training and information exchange are part of a broader operational process.

The goal is to allow for flexibility in the training, but to make sure you have enough assessment and “environmental support” that you aren’t taking unnecessary risks.

SOCIAL LEARNING

Social learning is an approach to training and education that turns your organization into a learning community. This reduces the burden on instruction, and generates an atmosphere of continued growth. A social learning system has:

A NETWORK
The social organization of the learning system, including both people and artifacts (items that can be reflected upon or used to store and transfer information, like a post-it note).

GOVERNANCE
The social or political structures that organize interactions in the system, either as norms, physical limits, or rules. Norms should be intentional and up for discussion.

SOCIAL CONSTRUCTION
The fundamental belief that underpins all social learning — that knowledge can be effectively constructed by social interaction, rather than simply transferred.

FOR MORE ON SOCIAL LEARNING THEORY:
While there is no “automatic” approach you should take to any given network, the six metrics at right are helpful when thinking about what tools can be effective.

Though social learning can always be implemented, it is most effective in highly integrated communities with ample interaction, an equity of knowledge and power across all actors, and a diverse set of experiences to draw from. Scale is more useful to understand possible logistics, and investment is helpful regardless of learning strategy.

There are many ways you can increase integration, interaction, or equity. Environmental learning techniques like resource provision can resolve low equity scenarios, for example. Rearranging the flow of a functional space or creating more off time or lounge time can also enhance interactions within a network, without having to do any formal training.

KISS ‘EM

Every training will likely have some element of each of these – make sure you think through each for a complete training approach. Just passing along information is not enough!

Thinking through intention and specificity first can provide focus. Motivation will require ongoing adjustment and thought. Some trainings will be heavier on one aspect, like knowledge.

FOR MORE ON LEARNER-CENTERED DESIGN:
Dirksen, J. (2011). Design For How People Learn (Voices That Matter)
Enhancement Strategies for the Six Components

**Knowledge**

1) Help them **build shelves**.
2) Make it memorable - create 'friction'. Puzzles.
3) Show, don't tell. How would you present this idea as a problem that motivates your learners?
4) Keep it short.
5) Don't just get attention. KEEP IT. Reinforce, reinforce, cheese, reinforce.

Ongoing assessment matters more than studying and teaching. Recall works better than recognition.

Traditional methods can work – but obviously experiential is better!

Try to make this social when you can!

**Skills**
Behaviors or tasks you want to produce, make habitual.

(1) Practice
(2) Practice
(3) Practice
(4) Practice
(5) Practice

As realistic as possible, logistically and emotionally.

Can you achieve proficiency without practice? **NO.** It's a skill.

Practice

**Specificity**
A manageable amount of information to process.

Use “shelves” to enhance memory. Small segments framed by a broader context.

HURDLES aren't as good as OBSTABLE COURSES
Frequent, short context changing. Gaps between repeat challenges.

MODULAR TRAINING
Small, interchangeable, pieces that allow for spacing between sessions (↑ retention, sticking power)

1 hour 1 hour 1 hour 3 hour

FOR MORE ON SOCIAL TECHNIQUES TO KNOWLEDGE MANAGEMENT:
**Enhancement Strategies for the Six Components**

### Intention


### Motivation

**Behaviors or tasks you want to produce, make habitual.**

#### Technology Acceptance Model

1) Relatively better?
2) Compatible with the system?
3) Easy or hard?
4) Can I see it working?
5) Can I play with it first?

**I KNOW...but**

indicates a motivation problem.

#### Opinion Leaders

The folks in your organization who can leverage their peers by example. These are unquestionable your best advocates for any new program.

#### Moving Elephants

1) Stories
2) Surprises
3) Shiny things
4) Social norms & pressure
5) Habits

cognitive conscious thought

visceral sticking power

### Environment

**A manageable amount of information to process.**

**ASK YOURSELF:**

where do you need this information to be accessible?

What can we do to make this training easier or IRRELEVANT?

#### Check Lists

Put these in the places they are most relevant to help people recognize tasks when they need them.

Instructions on every coffee machine!

#### Goals:

I intend to...X

#### Implementation:

If Y happens, then I will....X

FOR MORE ON EDUCATION DESIGN, AND ADDITIONAL RESOURCES:


For a full list of resources, go to: www.zotero.org/groups/wrmc_social_learning_resources

This document may not be reproduced without the consent of the author. WRMC 2016