

# Bad news! I've got a job for you!

Answer each of the questions below on their own post-it note.

*So one question per post-it note, 3 notes total!*

**CAREFUL!** They are color coded.



Then put it on the **WALL**\*. Read the wall. Feel free to move *any* post it note and start to organize the wall in a way that makes sense to you. And talk to a stranger while you are at it.

What are you hoping to **LEARN** from this session?  
[ORANGE]

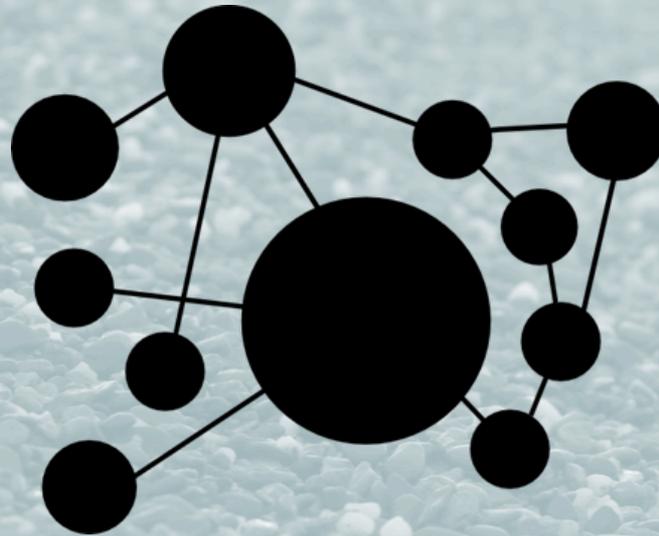
Is there anything you **DON'T** want to spend time  
on? [BLUE]

What training of yours do you want to **IMPROVE**?  
[GREEN]

▶ \*The wall is now an “artifact,” jargon for a socially constructed physical object that is part of our learning network. Congratulations, now you at least learned one thing from today’s workshop!

# High Impact Training Practices

Tools for Socializing Your Training and leveraging  
Relationships in Learning

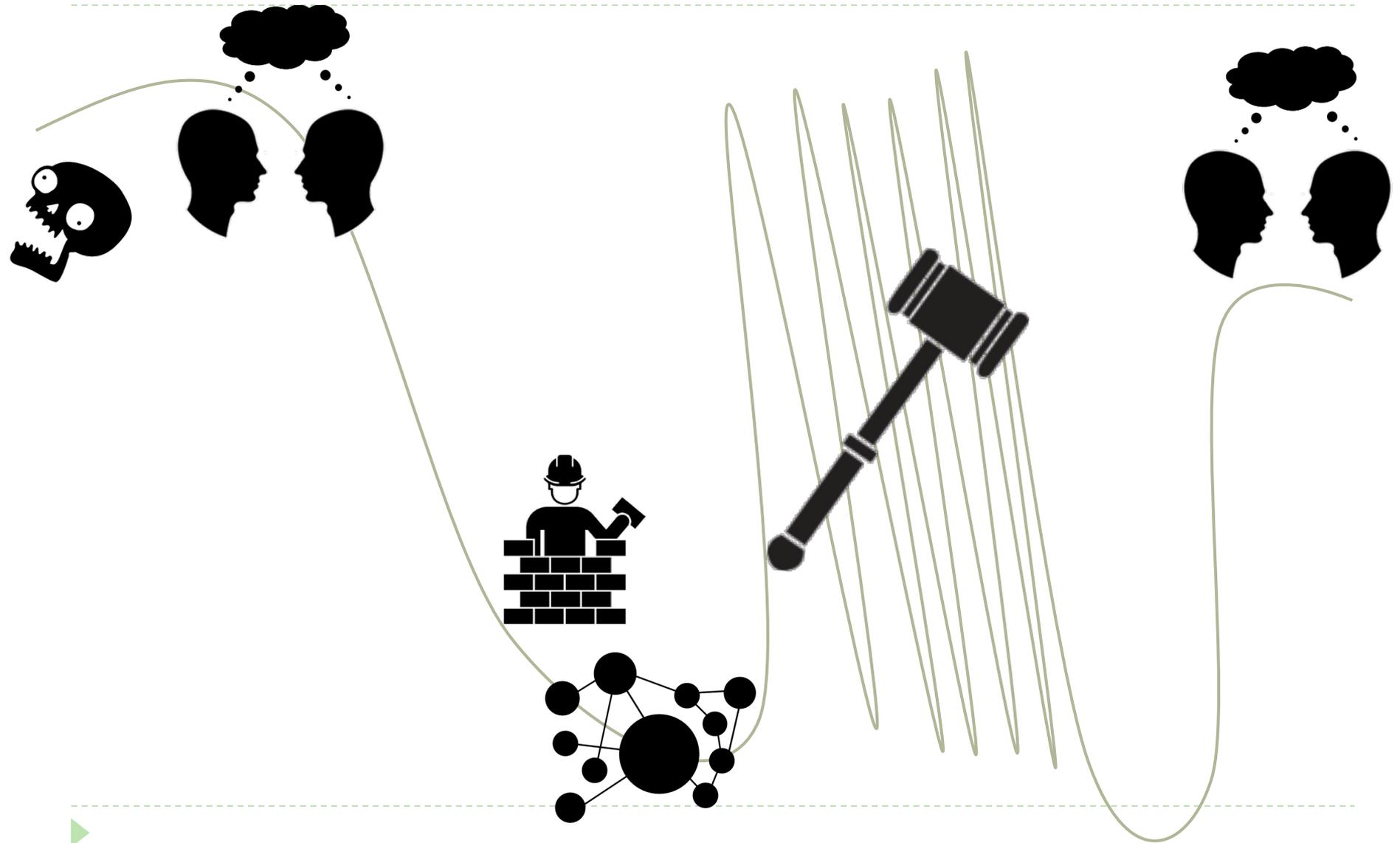


Micah Leinbach – Director – Crystallaire Adventures

**Wilderness Risk Management Symposium – October 2016**

Salt Lake City, UT

# Your future!



# Where is the Risk Management?

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## **SCIENCE**

Attending conferences  
Best-practice Policies  
Understanding Hazards  
Understanding Stress

**Protocol Safety**

## **SYSTEMS**

Driving Checklist  
Mandatory Training  
Driver Assessment  
Car Tool Kits  
Maintenance Schedules

**Checklist Safety**

## **SELF-AWARENESS**

Training  
Previous experience  
Personal Risk Factors

**Judgment Safety**

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# PLAN FOR TODAY

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## ► Build “Integrated Training Systems”



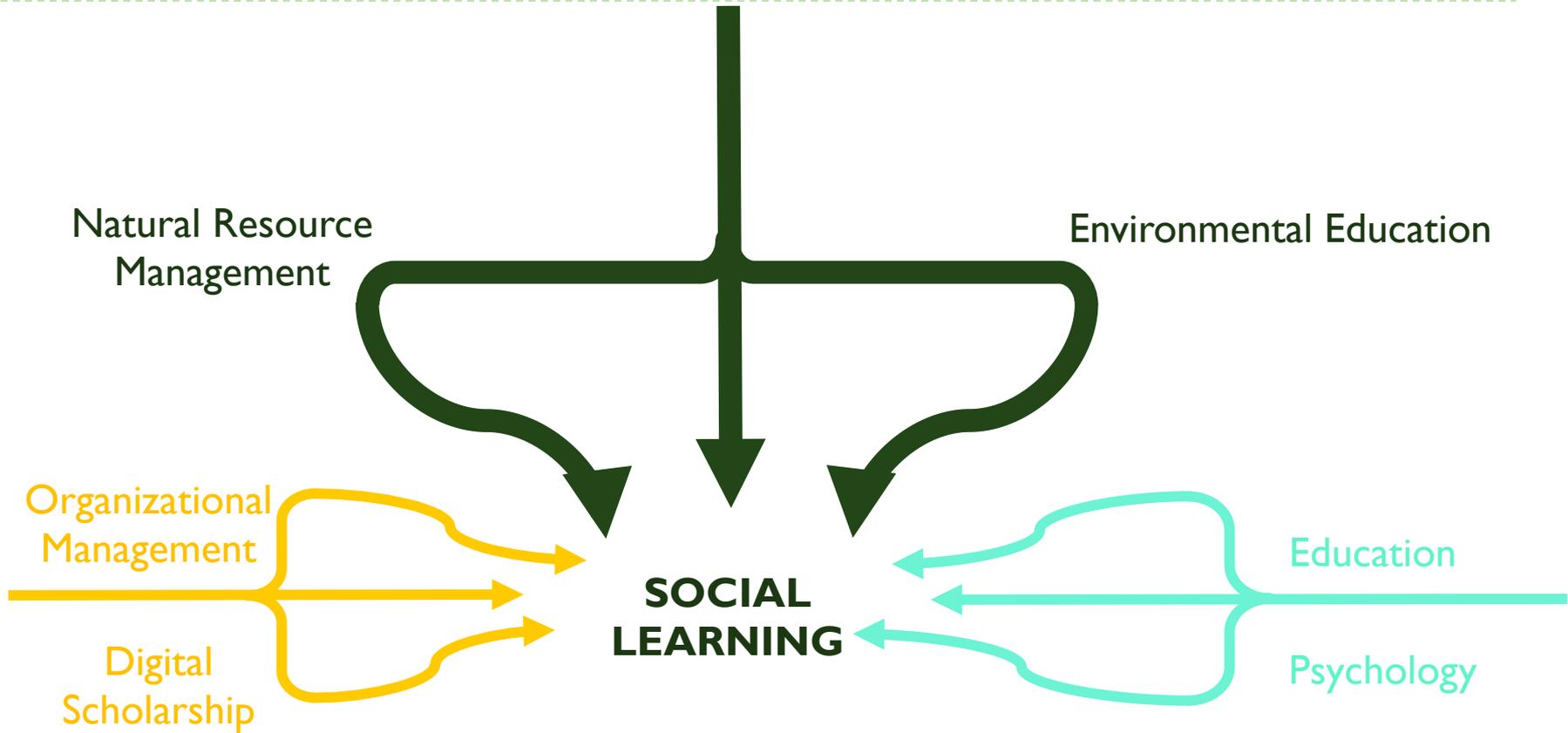
★ Maintain control

★ Get crazy

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# Defining Social Learning

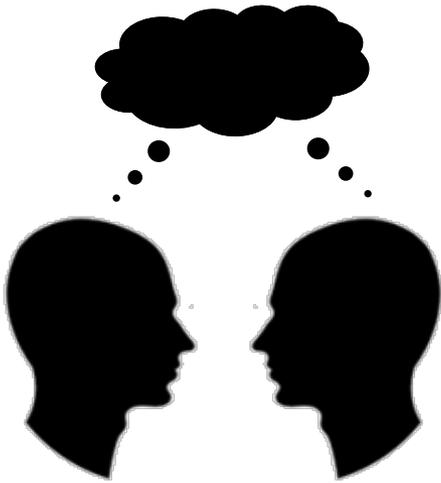
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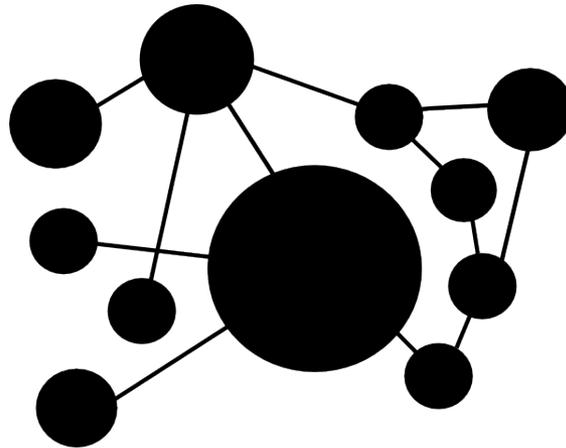
# Defining Social Learning

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Social Construction



Network

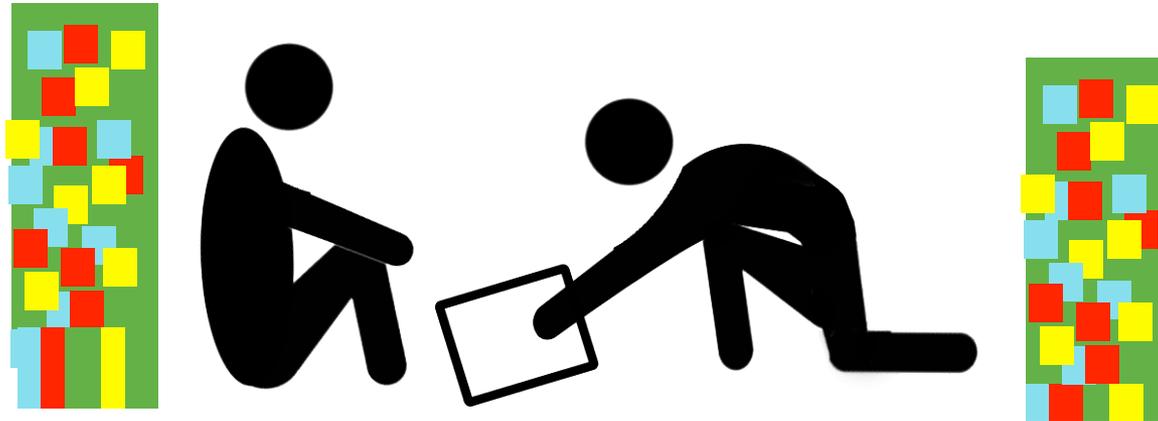


Governance



# Social Construction

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Does it work?

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Scholars say Yes!

**These approaches generate amazing results in many fields.**

*...when they actually work. Which isn't as consistent as we want to be able to say it is.*

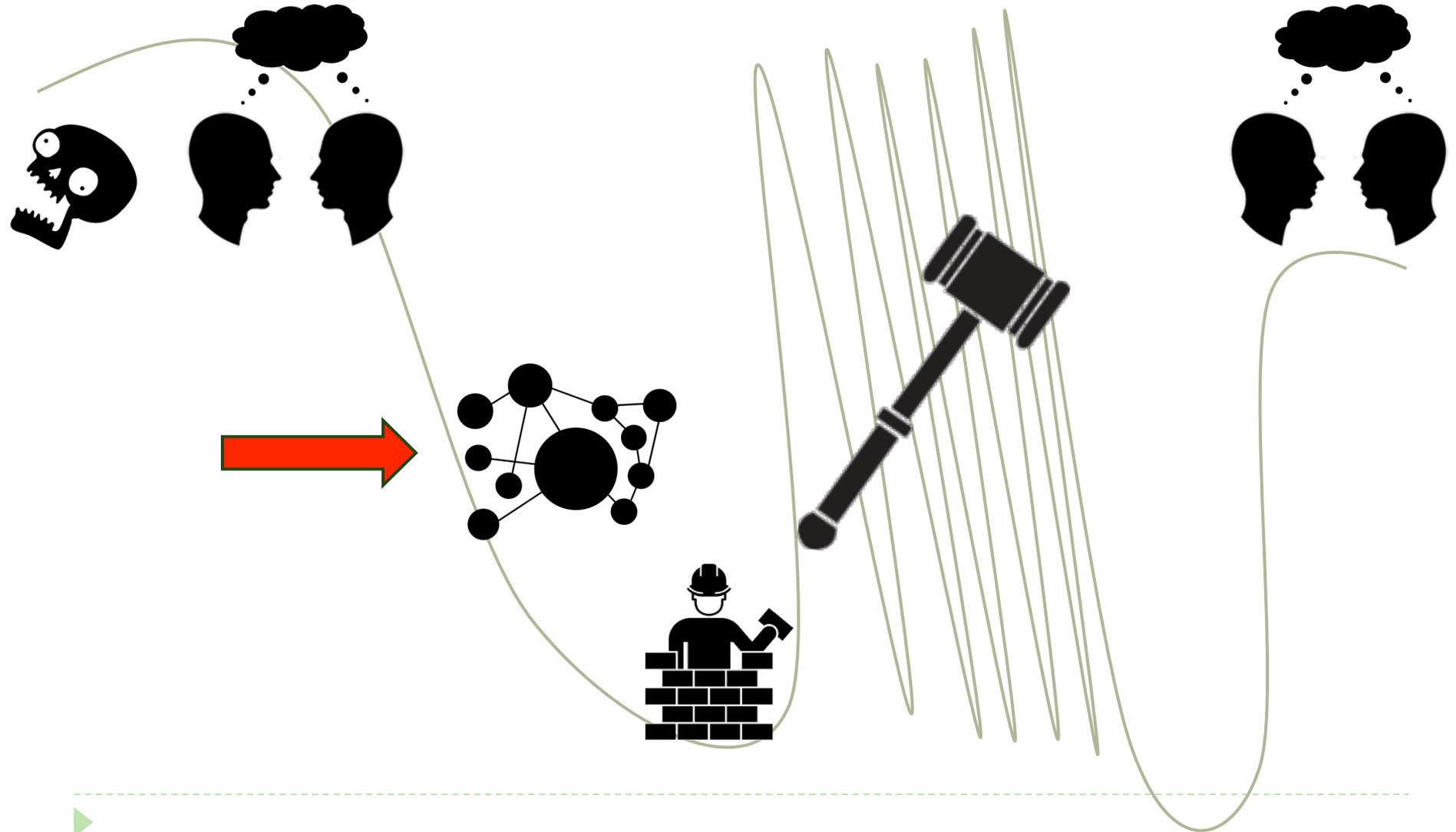
(more at [zotero.org/groups/wrmc\\_social\\_learning\\_resources](https://zotero.org/groups/wrmc_social_learning_resources))

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# Your Future

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# Social Network Analysis

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## Scale

Actors exist across a greater range or a smaller one, numerically or geographically



## Integration

Actors are more closely linked or less closely linked



## Interaction

Actors utilize those links more frequently or less frequently



## Equity

Actors have a balance of power or disparities in power



## Investment

Actors care a lot about the outcomes, or care very little

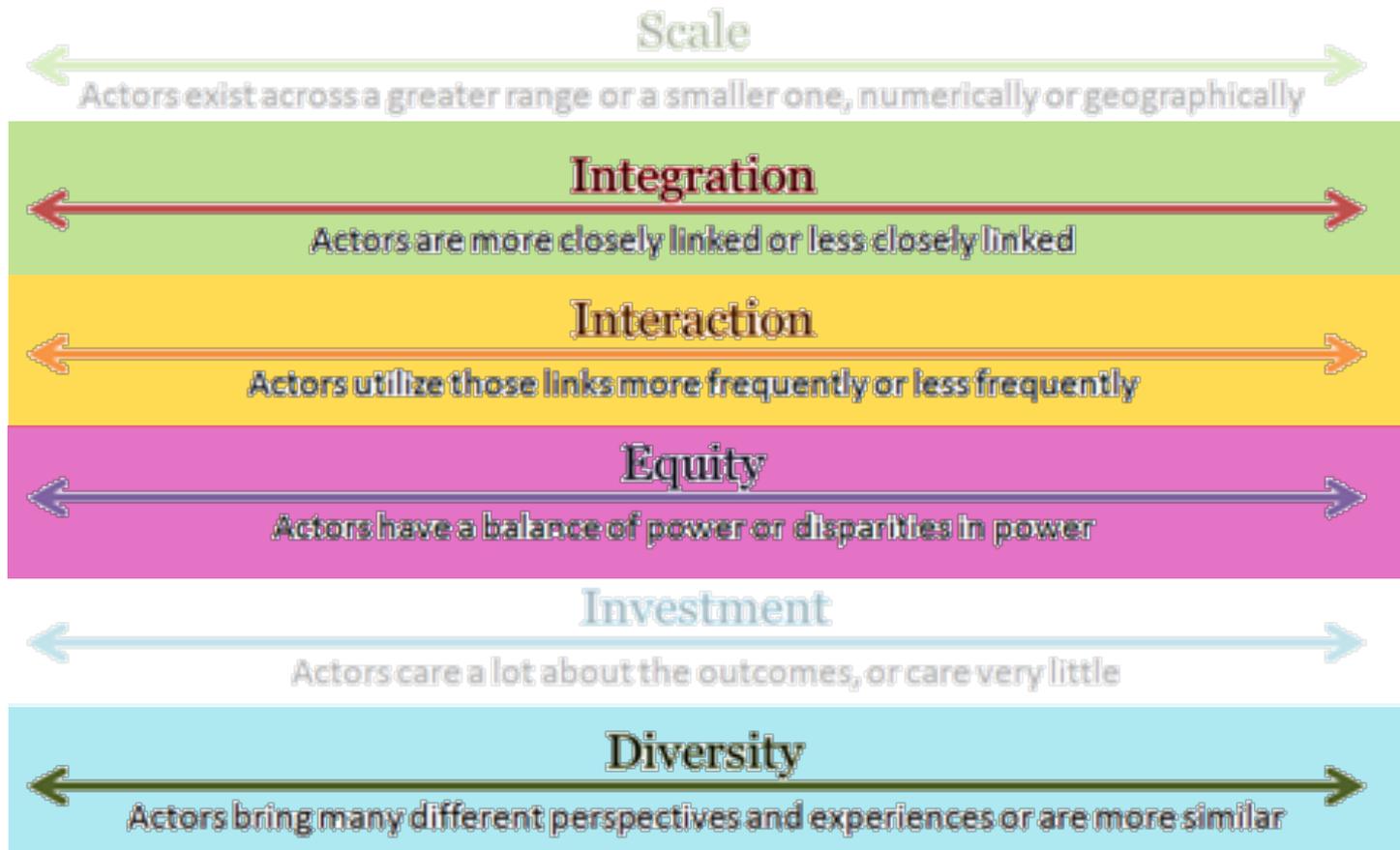
## Diversity

Actors bring many different perspectives and experiences or are more similar



# Social Network Analysis

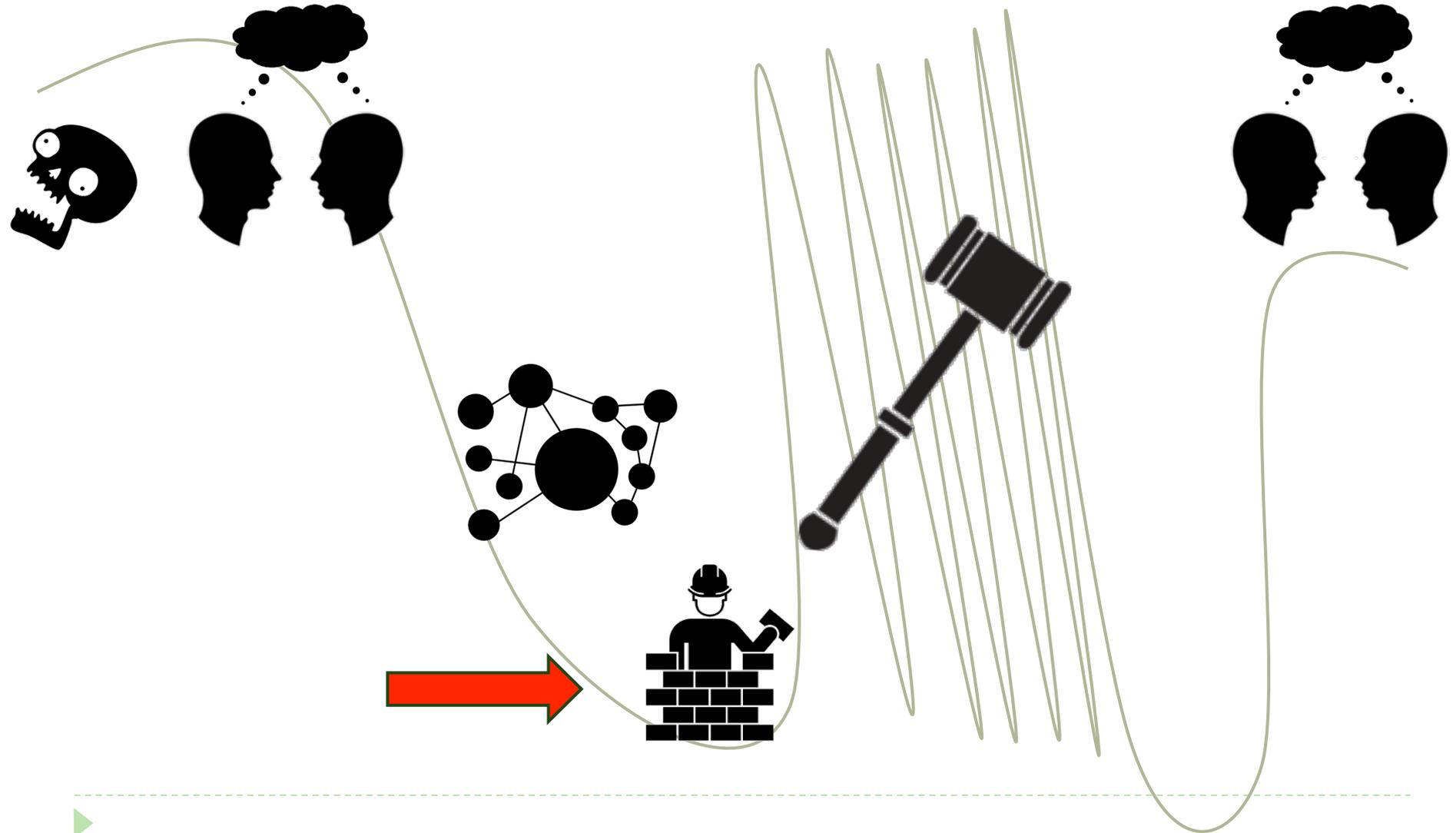
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**Who are your  
learners?**

# Your Future

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# High Impact Training Methods (HIT 'eM)

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**K**nowledge

**I**ntention

**S**kills

**S**pecificity

**E**nvironment

**M**otivation

**KISS 'EM**



# “KISS “EM” Training

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**K**nowledge

Kernels of information you want to convey.

**I**ntention

The “why.” The gap you are trying to bridge.

**S**kills

Behaviors you want to produce and make habitual.

**S**pecificity

A manageable amount of information to process.

**E**nvironment

An ideal space to encourage learning...  
...or means of minimizing the need for the training!

**M**otivation

Something that ~~convince~~ convinces influences someone to actually use this stuff.

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# Training Format

Crystalaire Staff Training Manual											
	<b>MODULE TITLE</b> Specific description of the training.										
	<p align="center">----- <b>GOALS</b> -----</p>										
<b>INTENTION GOALS</b>	<i>We intend to...</i>  <i>The gap we need to bridge is...</i>										
<b>KNOWLEDGE GOALS</b>	<i>Staff will understand...</i>										
<b>SKILL &amp; BEHAVIOR GOALS</b>	<i>If X happens, staff will (be able to)...</i>  <i>Staff will maintain a culture of...</i>										
<p align="center">----- <b>POSSIBLE MODULES</b> -----</p>											
<table border="1"> <thead> <tr> <th colspan="2">Name of # 1</th> </tr> </thead> <tbody> <tr> <td> <b>ACTIVITY</b> </td> <td> </td> </tr> <tr> <td> </td> <td> <b>FACILITATION GUIDELINES</b> </td> </tr> <tr> <td> <b>RESOURCES NEEDED</b> </td> <td> </td> </tr> <tr> <td> <i>Stories, surprises, shiny things, social norms, habits.</i>  <i>Peer leaders.</i>  <i>TAM: better, compatible, easy, see it working, experiment with it.</i>  <i>I KNOW-but</i> </td> <td> <b>MOTIVATION STRATEGIES</b> </td> </tr> </tbody> </table>		Name of # 1		<b>ACTIVITY</b>			<b>FACILITATION GUIDELINES</b>	<b>RESOURCES NEEDED</b>		<i>Stories, surprises, shiny things, social norms, habits.</i> <i>Peer leaders.</i> <i>TAM: better, compatible, easy, see it working, experiment with it.</i> <i>I KNOW-but</i>	<b>MOTIVATION STRATEGIES</b>
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Crystalaire Staff Training Manual		
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<p align="center">----- <b>NOTES &amp; ADDITIONS</b> -----</p>		



# “KISS “EM” Training

**K**nowledge

**I**ntention

**S**kills

**S**pecificity

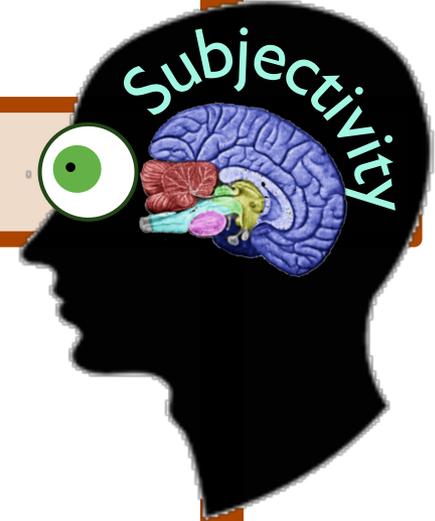
**E**nvironment

**M**otivation

1) VEHICLE PREPARATION

2) TRAILERS

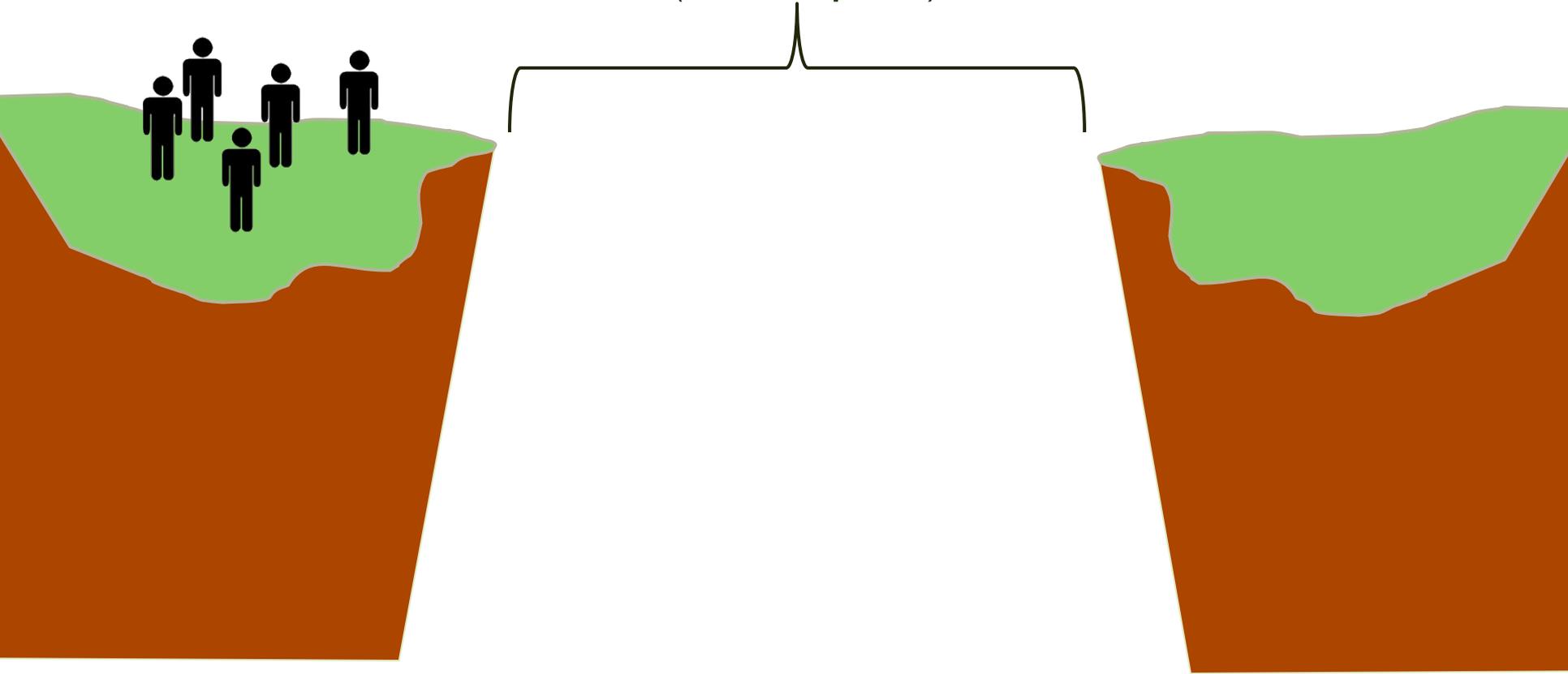
3) DRIVING PRACTICES



# What are your intentions, sir?

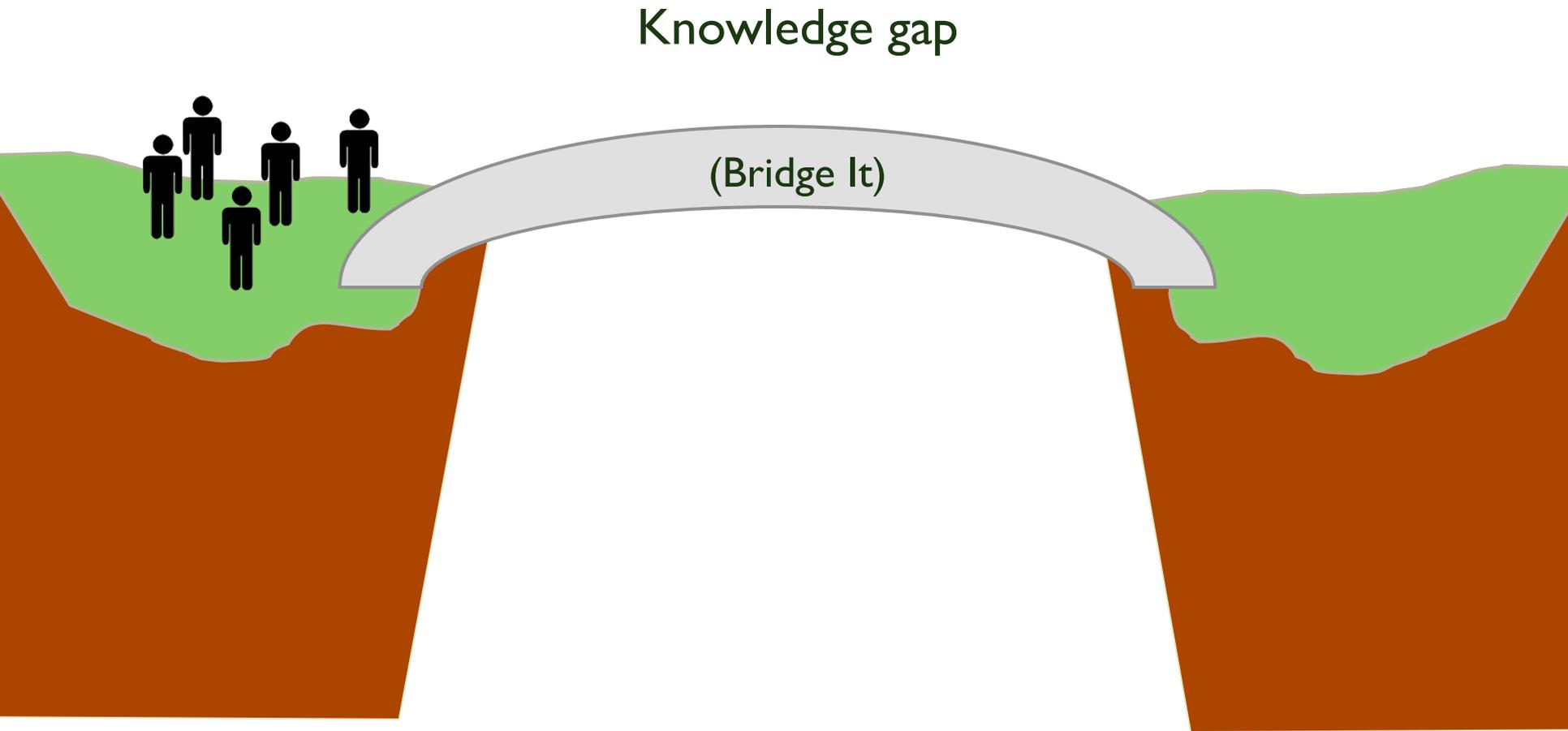
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Knowledge gap  
(*control point*)



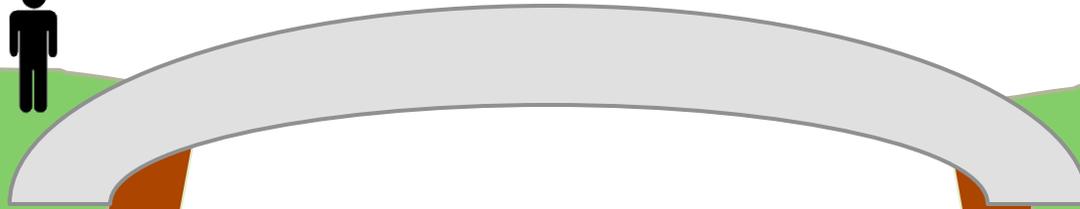
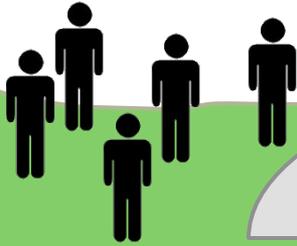
# What are your intentions, sir?

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# TEACH FOR A REASON

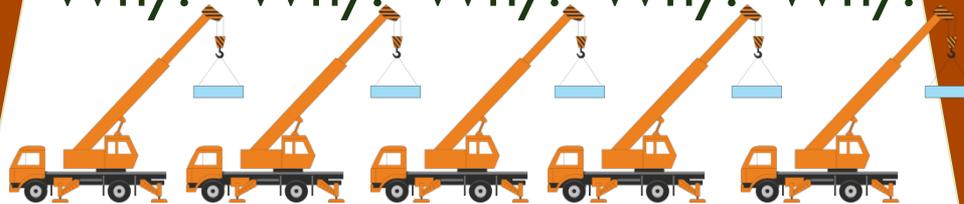
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**PROBLEM:** “Newly hired staff are routinely failing to check the entire trip checklist.”

**RESPONSIBILITY:** We need to be able to rely on their driving ability.

Why? Why? Why? Why? Why?



**What are they  
learning, and  
why?**

# KNOWLEDGE

---

**K**nowledge

**I**ntention

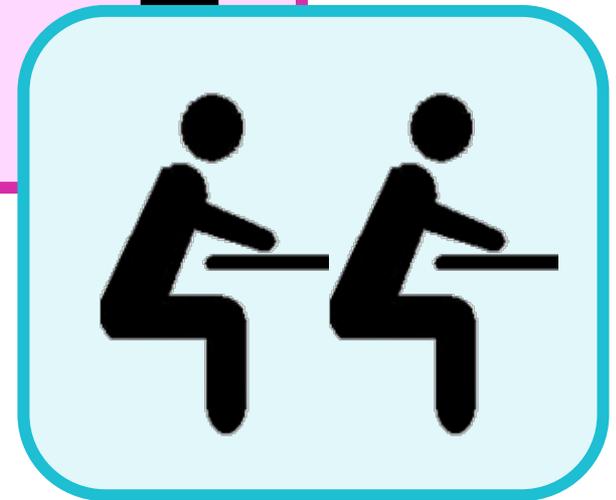
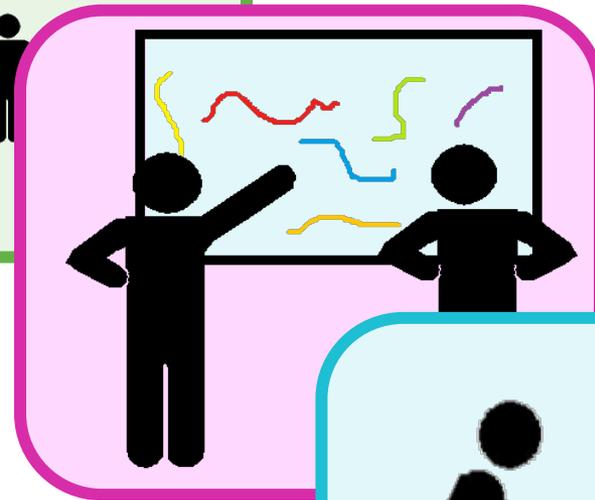
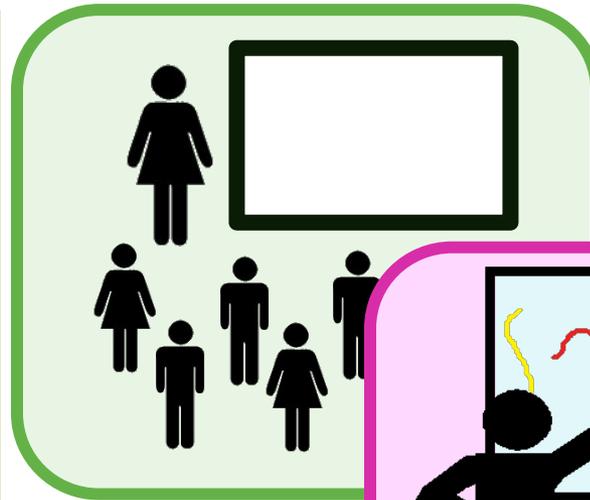
**S**kills

**S**pecificity

**E**nvironment

**M**otivation

---



# KNOWLEDGE TIPS

---

1) Let them build their own closet

2) Make it memorable

1) (Create Friction)

3) Show. Don't tell.

1) Give them some work to do. Problem Solve.

4) Manage your content amount (courtesy flush)

5) Don't just get attention. KEEP it.

---



# “KISS “EM” Training

---

**K**nowledge

**I**ntention

**S**kills

**S**pecificity

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**M**otivation

---



# SKILLS TIPS

---

- 1) Practice.
- 2) Practice.
- 3) Practice.
- 4) Think about the bike ride.
- 5) Span it out over some time.



## SKILLS TIPS

---

"Kicking ass is more fun regardless of the task. It's more fun to know more. It's more fun to be able to do more. It's more fun to be able to help others do more."

- *Kathy Sierra*

---



**What do they  
need to know?**

---

**What do they  
need to be able  
to do?**

# “KISS “EM” Training

---

**K**nowledge

**I**ntention

**S**kills

**S**pecificity

**E**nvironment

**M**otivation

Why you *should* do it.

**knowing what to do**

**≠**

**choosing to do it**

Why you *do* do it.



# “KISS “EM” Training

---

**K**nowledge

**I**ntention

**S**kills

**S**pecificity

**E**nvironment

**M**otivation

---

**“Driving is a dangerous,  
high risk activity...**

**...my staff should have X  
and Y skills to minimize  
risks on a trip.**



# “KISS “EM” Training

---

**K**nowledge

**I**ntention

**S**kills

**S**pecificity

**E**nvironment

**M**otivation

**“Holy crap, that was a graphic video – I don’t want that to be me.”**

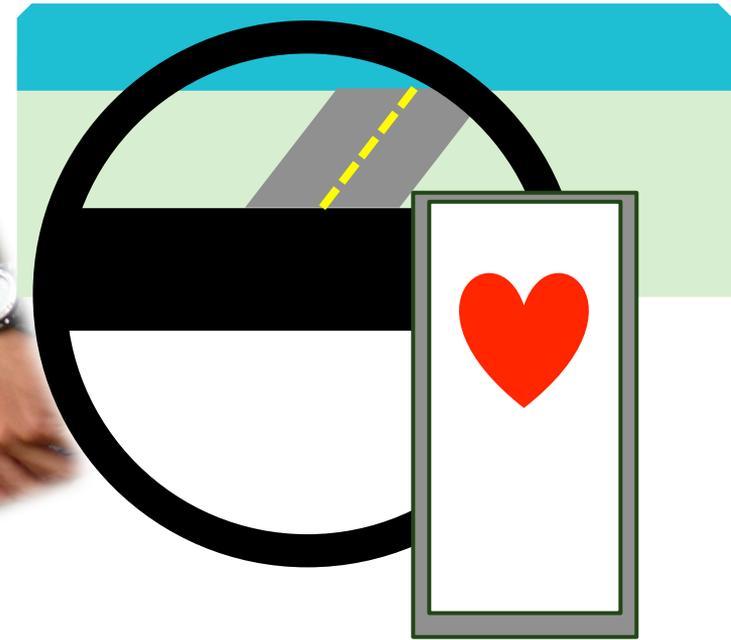
**“I had no idea it was *that* dangerous!”**

**“I can’t lead trips if I don’t pass this!”**



# Motivation...is really behavior change.

YOU: "How is this even a thing?"



THEM: "I know, but..."

How useful is it?

How easy is the change.

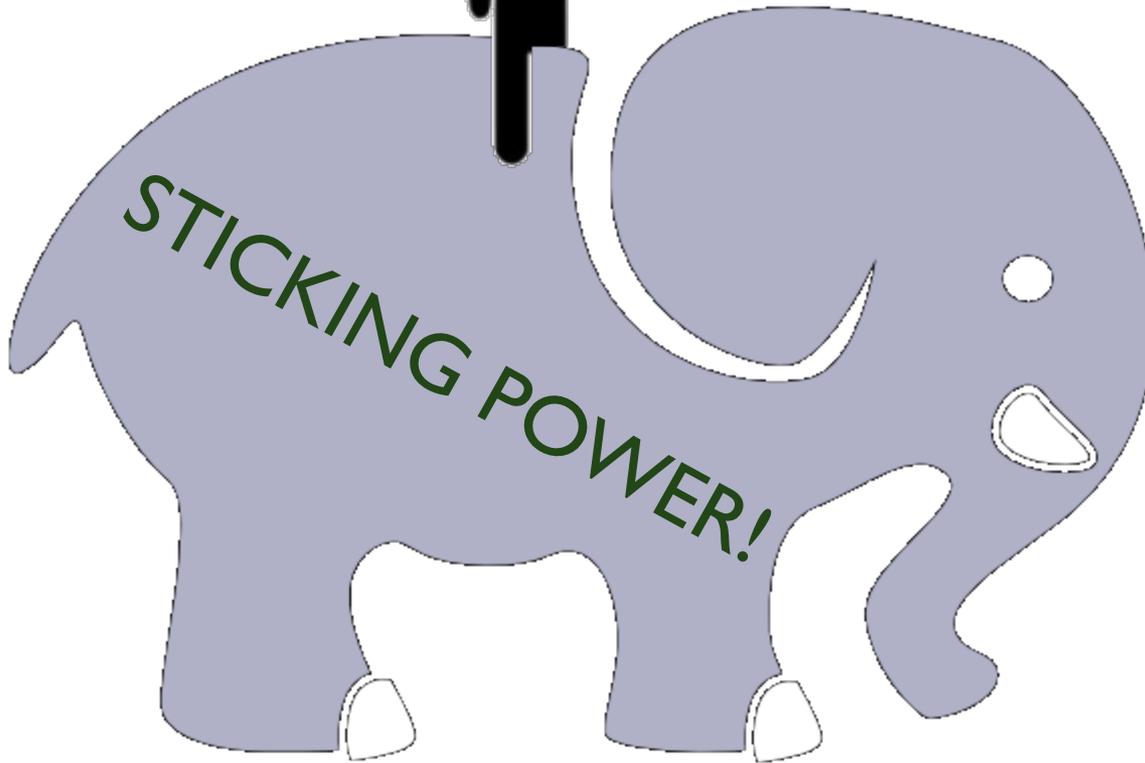


# MOTIVATION. Ride the elephant.

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The rider is conscious, controlled thought.

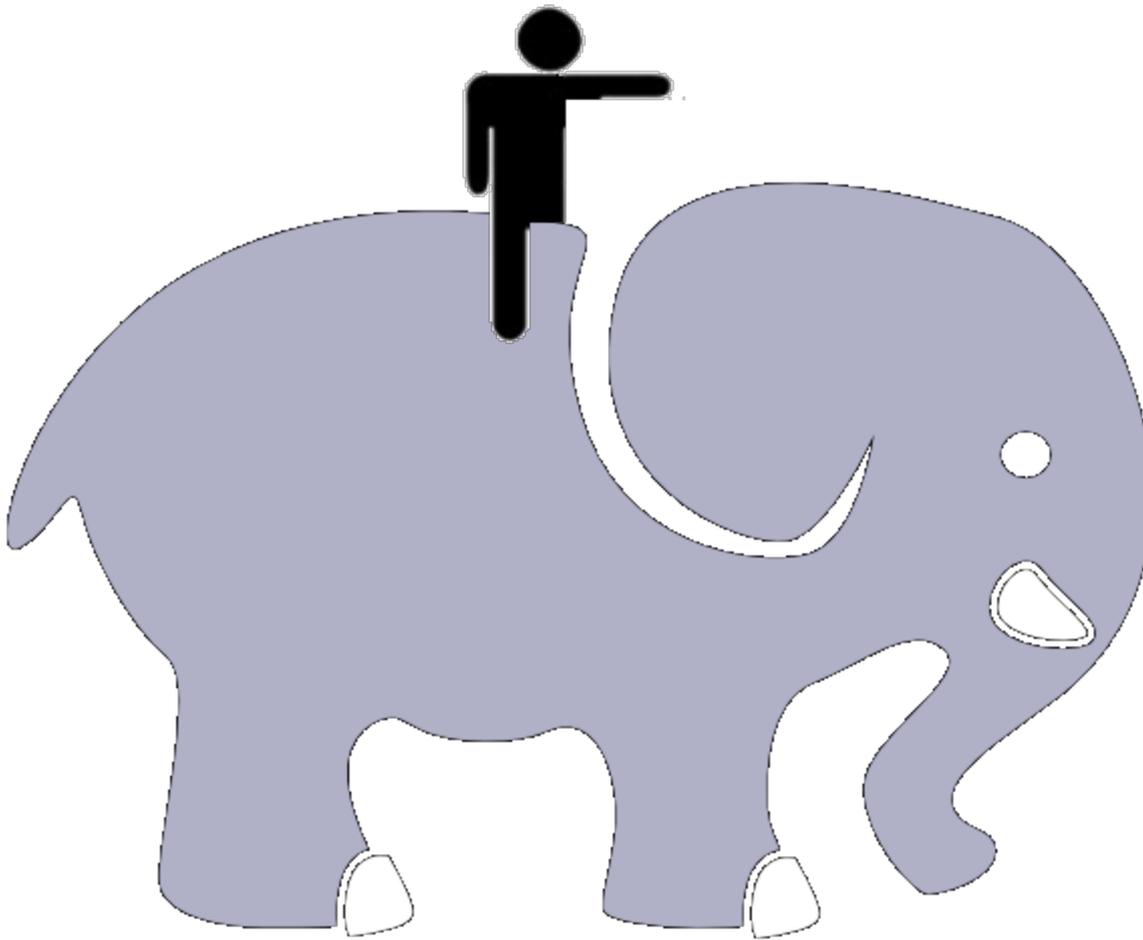


The elephant includes the gut feelings, visceral reactions, emotions, and intuitions that comprise much of the automatic system.



# MOTIVATION. Steer the elephant.

---

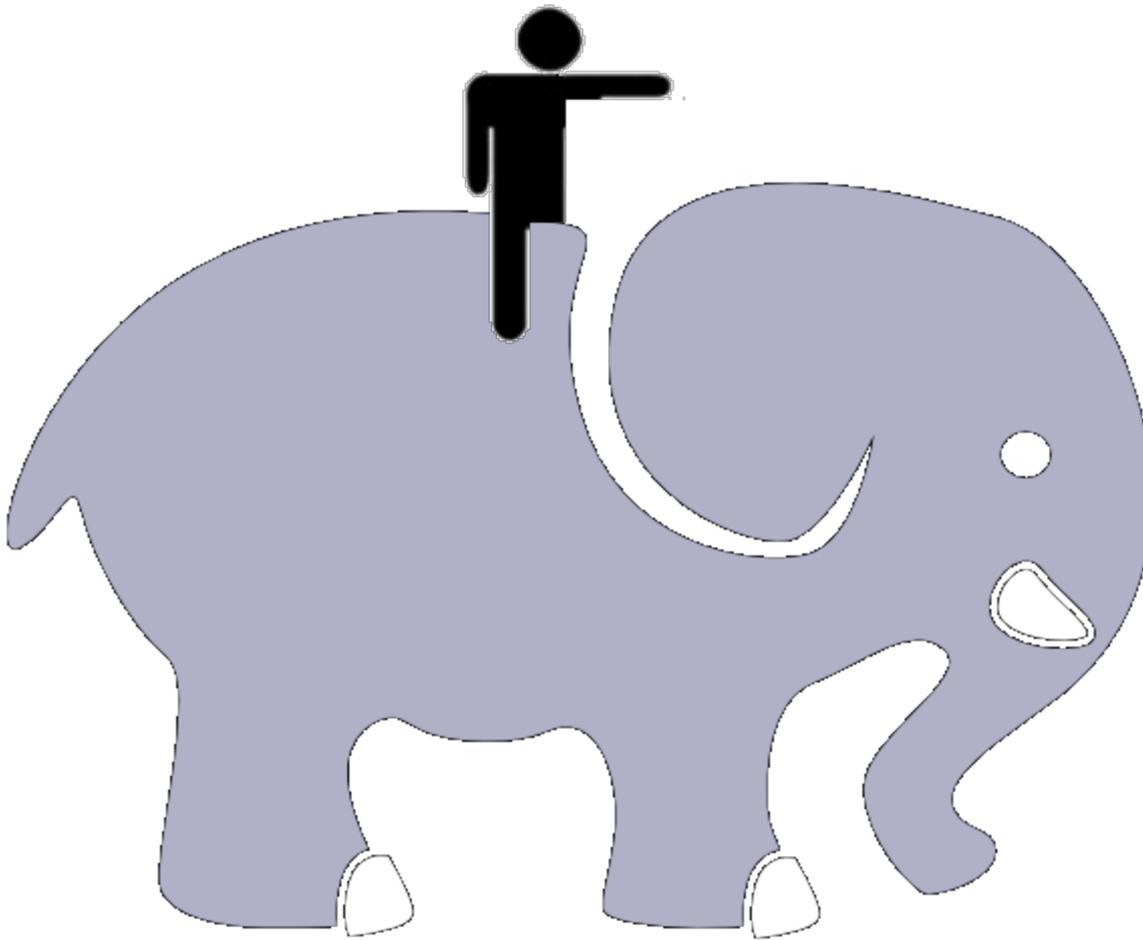


You might try anything to get the elephant's attention.



# MOTIVATION. Steer the elephant.

---



...but you  
shouldn't.



# MOTIVATION TIPS

---

**K**nowledge

**I**ntention

**S**kills

**S**pecificity

**E**nvironment

**M**otivation

---

**“Holy crap, that was a graphic story – I don’t want that to be me.”**

---

**“That looks sooooo fun!”**

---

**“Well, SHE did it – why not me?”**

---

**“Wait, do I smell pizza?”**

---



# HAVE SOME FUN

---

**K**nowledge

**I**ntention

**S**kills

**S**pecificity

**E**nvironment

**M**otivation



**How do you get  
them to do  
this?**

# “KISS “EM” Training

**K**nowledge

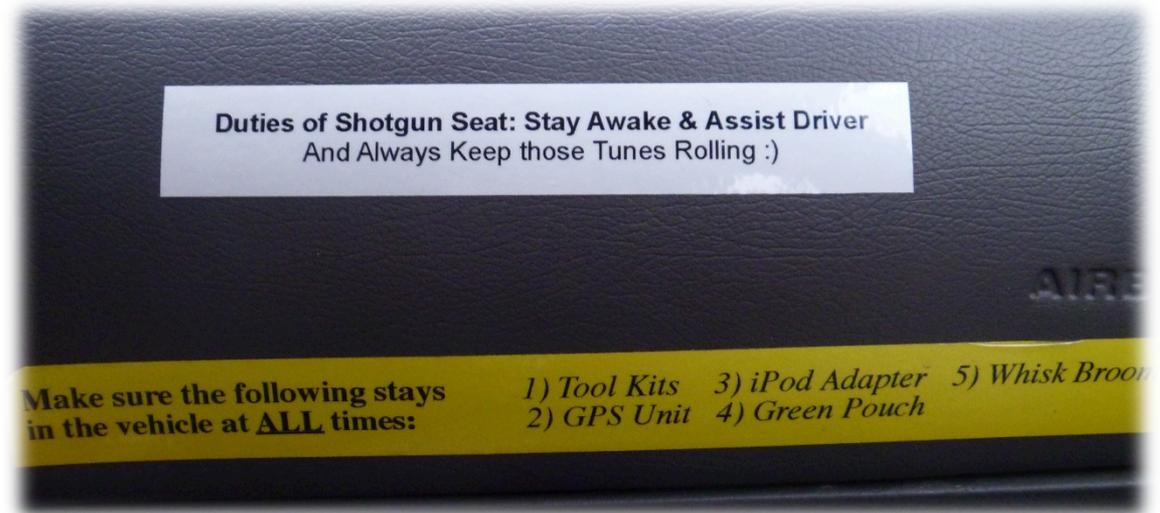
**I**ntention

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# EXAMPLE: Driving Systems

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- ▶ Do you have these in place at your program?
  - ▶ Driver's training
  - ▶ Driver's assessment
  - ▶ Checklists
  - ▶ Vehicle intake procedure, checkout lists
  - ▶ Repair & Safety Kits
  - ▶ Vehicle\* Emergency Response Plans
  - ▶ **Redundancy**

\*or other emergency response plans



# Vehicle Lists

## College Outdoors Green Vehicle Pouch Contents

- R16**
- 2 pens, 2 pencils, 1 sharpie
  - 4 Trip Tickets
  - Lock Thaw (for frozen locks in winter)
  - OR/WA Map
  - Emergency Response Guide
  - Telephone Script
  - Vehicle Registration
  - Vehicle Insurance
  - In Case of Accident Report
  - Tire Pressure Gauge
  - Owners Manual
  - Winter Traction Info Sheet
  - Bag of Rubber bands for skis
  - R16 Vehicle Checkout List
  - 1 Master Combination Lock (combo: 16 - 34)
  - NAC Roadside Assistance Info Sheet
  - Spare vehicle key

Van Checkout List  
Last modified Aug. 2008

Van#	Mileage	Due for Service at (Mileage), or prior to (Day/Month/Year):	Date	Checked by:
------	---------	---	------	-------------

OK	ITEMS TO BE CHECKED:	OK	ITEMS TO BE CHECKED:
	<b>INTERNAL CHECKS:</b>		<b>EXTERNAL CHECKS:</b>
	Fuel Level: ___ Horn: ___ Battery: ___		Tire pressure: See driver door panel or door
	Head Lights, Hi/Low Beams		well for correct pressures per vehicle.
	Hazard Lights: ___ Brake Lights: ___		Front R:psi ___ L:psi ___
	Turn Signals		Rear R:psi ___ L:psi ___
	Dome Lights turn off when all doors close		Spare psi: ___
	2 spare sunglasses and trail park pass		Spare securely latched under vehicle rear
	Windshield Wipers—Operation and blade condition		Tire tread condition ___ Uneven wear ___
	Seat belts: All latch properly		Check windshield for nicks, chips:
	<b>INTERNAL EQUIPMENT:</b>		Note vehicle body damage below:
	Squeegee and Ice Scraper		
	Whisk Broom (Under passenger seat)		
	Bench seats securely latched		
	Zip-ties on bench latches		
	Trailer repair kit: Check contents		
	Trailer troubleshooting checklist		
	Trailer brake instructions - 2 types for CO		
	<b>GREEN VAN POUCH:</b>		<b>ENGINE CHECKS:</b>
	Registration: Expires ___		(Are fluids clear of debris and don't smell burnt?)

# Crisis Response Assistance



**Crystalaire  
ADVENTURES**

## Telephone Script 2014

Please use the following telephone script when communicating out about any emergency. **Do not call 911 or other EMS unless there is an immediate threat to life or limb.** Once that step is taken, this form will help ensure that call conveys as much necessary information as possible. Consider filling out this form before calling, if time allows.

Unless there is an **immediate threat to life or limb**, please call the following numbers – in order – until you reach someone. Promptly identify that you are making an emergency call.

<b>Micah Leinbach</b>	<b>(414) 803 7080</b>
<b>Curtis McFall</b>	<b>(734) 476 5118</b>
<b>Dave Reid</b>	<b>(231) 510 1890</b>
<b>Crystalaire Office</b>	<b>(231) 352 7589</b>
<b>Camp Lookout Dining Hall</b>	<b>(231) 352 8019</b>

*If these contacts cannot be made, please consider calling any Crystalaire or Camp Lookout staff who may be able to reach a Crystalaire Administrator.*

Convey all information requested on this form. Please keep a filled out copy of this form including all information as provided over the phone.

Call **911** if emergency medical/police services are needed. If you need to get help in an emergency, **know the county you are in**. If you dial 911 from a cell phone, please establish which county you have contacted. The county where the incident occurs is the county responsible for responding – working with another county can delay your response. Ask the 911 operator to transfer you to the 911 center for the county you are located in before proceeding with the call. You may need to use a 411 number to reach the local 911 line, if your cell phone area code differs from that of the area you are in. Consider calling a local emergency response system: police, phone operator, ranger station, hospital or clinic.

### TELEPHONE SCRIPT FOR CALLING IN AN EMERGENCY

Your name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Number where you can be reached: \_\_\_\_\_

1. Group/trip/class:
2. Location of emergency and the time emergency occurred:
3. Describe what happened:
  - Activity taking place:
  - Weather/terrain:
  - Extent and number of injuries:

Incident ID: \_\_\_\_\_

## Crystalaire Adventures Incident Report Form

Incident ID: \_\_\_\_\_

*Please read through and sign this entire form. This form is intended for any accident, near miss, major illness, other incident, or evacuation that occurs during the trip for both participants and staff. Please submit this report along with your medical log within 3 days of a trips return.*

BASIC INFORMATION			
Trip Name: _____	Dates: _____	Area: _____	Code: _____

PERSONS INVOLVED		
Staff _____	Participants _____	Others _____

TYPE OF INCIDENT (circle one)			
Injury _____	Illness _____	Evacuation _____	Near Miss _____
Other Incident: _____			

INCIDENT INFORMATION	
Date of Incident: _____	Time: _____
Weather Conditions: _____ <small>Consider precipitation, wind, visibility, and any relevant factors</small>	Geographic Location: _____

### NARRATIVE OF THE INCIDENT

*Continue on the back if necessary*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

are

**How do you  
require them  
to do less?**



# THANK YOU!

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- 1) Identify a list of the training sessions you use but aren't proud of yet - apply the **KISS 'EM** approach to these to bring out potential new facets.
  - 2) Identify any training sessions you utilize that routinely run over an hour – **SORT OUT SPECIFIC MODULES.**
  - 3) Identify your specific “**CONTROL POINTS**” to ensure your training does the necessary assessment - then liberate the rest of your training using social tools.
- 
- 