# 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.

SCIENCE Attending conferences Best-practice Policies Hazard analysis	**POLICIES**	**CONTROLLED** Define your desired practices so you can plan to train to them and build systems around them, using specific and short easy-to-retain training modules.
SELF-AWARENESS Training Previous experience Personal Risk Factors	**TRAINING**	**FREE-FORM** Use dynamic, socially engaging training to maximize investment in desired outcomes. Use experiential and diverse modules with multiple contexts and spacing.
SYSTEMS Checklists Assessments Environmental Support	**SYSTEM**	**CONTROLLED & FREE-FORM** Develop mechanisms to assess, reinforce, and remind staff of the content of training while making sure you've done your due diligence.

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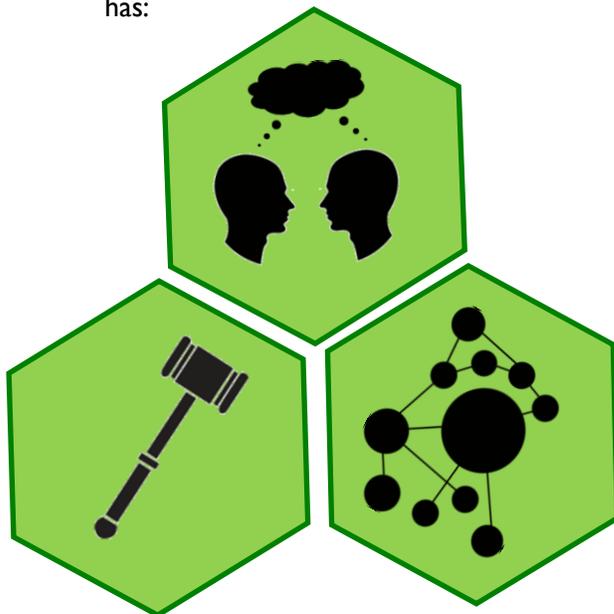
A NETWORK
The social organization of the learning system, including both people and artifacts (items that can be reflected upon or used to store and transfer information, like a post-it note).

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:
Brown, J. S., & Adler, R. P. (2008). *Minds on Fire: Open Education, the Long Tail, and Learning 2.0.*
Leinbach, M. (2014). *Not Another Brick In The Wall: Defining and Assessing Social Learning in Environmental Education*

UNDERSTANDING YOUR LEARNERS

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.
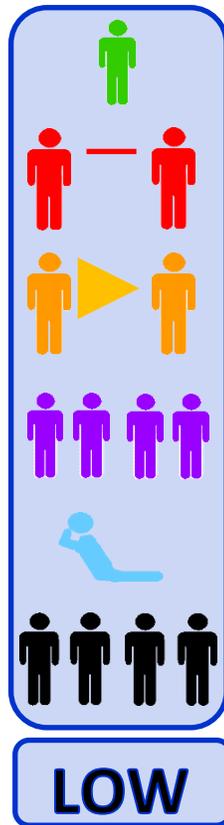
Scale
How big is the system?

Integration
How densely connected are interactions in the system?

Interaction
How frequently do two-way interactions occur?

Equity
How is power balanced in the system?

Investment
How engaged are people in learning with each other?

Diversity
How many perspectives are represented in the system?

LOW

HIGH
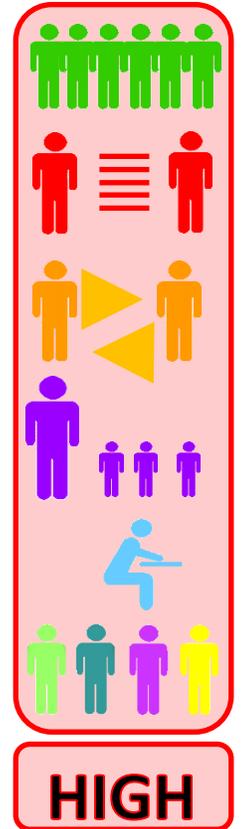
SIX COMPONENTS OF TRAINING

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.

Knowledge	Kernels of information you want to convey – with a framework to organize them!
Intention	The "why." The gap you are trying to bridge.
Skills	Behaviors you want to produce and make habitual.
Specificity	A manageable amount of information to process.
Environment	An ideal space to encourage learning… …*or* means of minimizing the need for the training!
Motivation	Something that influences people to actually use this stuff.

FOR MORE ON LEARNER-CENTERED DESIGN:
Wenger, E. (2000). Communities of Practice and Social Learning Systems.
Dirksen, J. (2011). *Design For How People Learn (Voices That Matter)*

Enhancement Strategies for the Six Components

Knowledge — Kernels of information you want to convey. Facts. Data. Cognition.

1) Help them **build shelves**.
2) Make it memorable - create "friction". Puzzles.
3) Show, don't tell. How would <u>you</u> 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*.
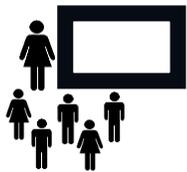
Traditional methods can work – but obviously experiential is better!
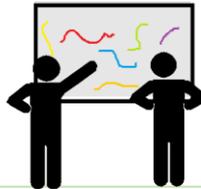
Try to make this social when you can!

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.
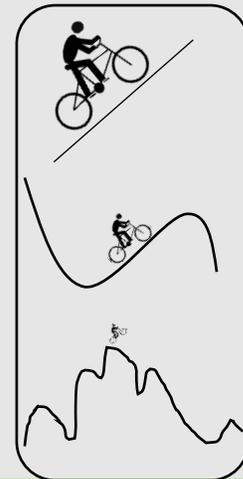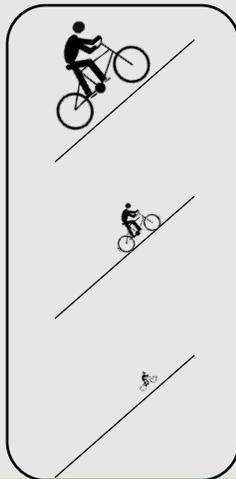
Change space, change context. **Change it up.**

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

Aim for **FLOW**

Hard, easier, harder, easier…

Practice
Smaller circles are normally better
Feedback
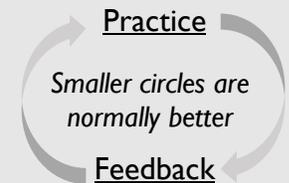
Skill Development

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 |
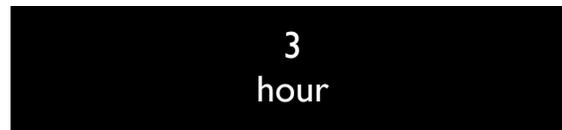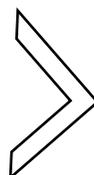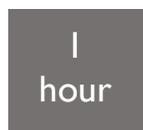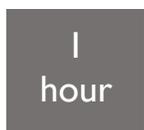
FOR MORE ON SOCIAL TECHNIQUES TO KNOWLEDGE MANAGEMENT:

Gray, D., Brown, S., & Macanufo, J. (2010). Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers.
Cohen, E. G. (1994). Designing Groupwork: Strategies for the Heterogeneous Classroom.

Enhancement Strategies for the Six Components

Intention — Kernels of information you want to convey. Facts. Data. Cognition.

KNOWLEDGE GAP

Base of Why

BRIDGE IT
1) Answer "why are we doing this training?"
2) Ask "why" of your answer.
3) Repeat until no longer useful.
4) Repeat one more time.
5) Stop.

Build Columns

Precise, specific, measurable steps needed for the bridge.
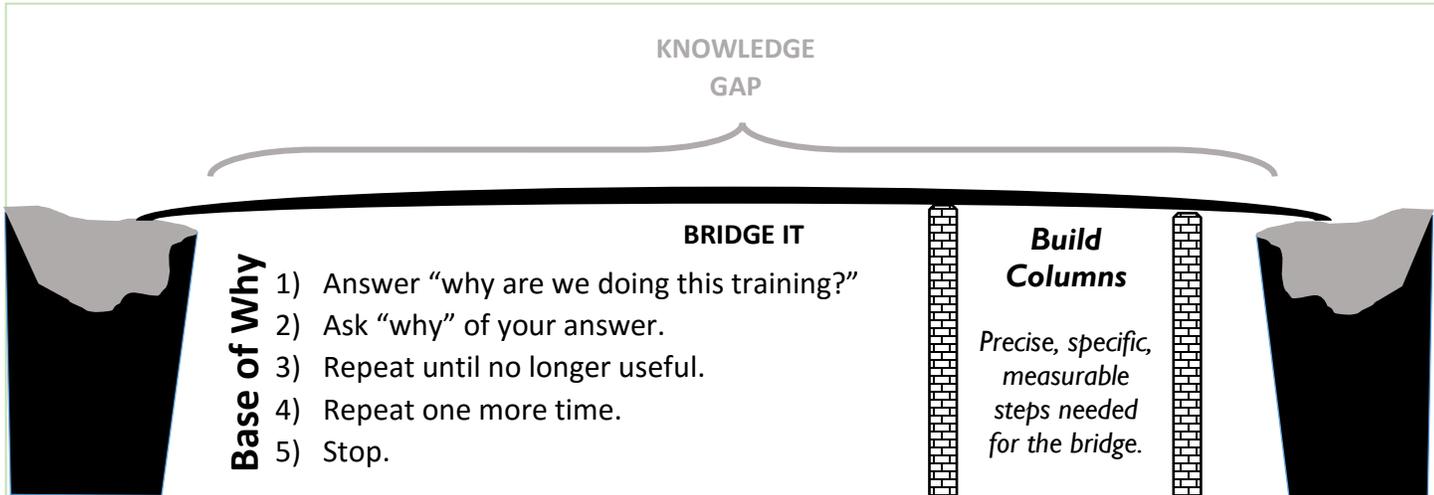
Motivation — Behaviors or tasks you want to produce, make habitual.

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

Implementation works better — can you visually trigger X with Y?