



Train For Change

Improve the impact of your educational programs by borrowing a few simple principles from the training profession. It's a very basic model, but when applied with focus and intention, you will be able to demonstrate much more powerful results. Use the space below and resources in this worksheet to create your own program or improve an existing one as we spell out each step of the process.

1. Precisely define the change

A large, empty rounded rectangular box with a thin black border and a subtle drop shadow, intended for writing the details of the first step.

2. Select the Best Technique

A large, empty rounded rectangular box with a thin black border and a subtle drop shadow, intended for writing the details of the second step.

3. Do the Work

A large, empty rounded rectangular box with a thin black border and a subtle drop shadow, intended for writing the details of the third step.

4. Deliver the Training

A large, empty rounded rectangular box with a thin black border and a subtle drop shadow, intended for writing the details of the fourth step.

5. Measure the Result

A large, empty rounded rectangular box with a thin black border and a subtle drop shadow, intended for writing the details of the fifth step.



Sample: Party Monitor Training

RATIONALE

What is the problem?

Parties out of control. No regulation, no compliance and no enforcement.
Frequent complaints by neighbors, damage, police reports, hospitalizations, etc. Concerns among members about safety and perception.

What are you trying to change?

Level of safety and security at events; general compliance with written policies.

Where is the performance gap?

Ability to prevent incidents by correcting problems in real-time.

Before

LEARNING OUTCOMES

- ▶ Know the rules
- ▶ Know the procedure
- ▶ Prepare for expected situations

OUTLINE

Ice-breaker / team builder
 Purpose & Goals via awesomely bad PowerPoint
 Policy Overview using PowerPoint
 Walk through 3" manual of policies, procedures, maps, contacts, forms
 Case Study using 5 likely scenarios
 Confrontation skills outline via PowerPoint
 Demonstrate confrontation with volunteer
 Complete logistical paperwork including schedule, assignments, etc.
 Q&A

EVALUATION

Reaction form:

- ▶ Did you like the program/presenter?
- ▶ Do you feel ready?
- ▶ Was information valuable?
- ▶ What else do you need?

Track complaints, damage, police reports, hospitalizations, etc. time and memory permitting

After

LEARNING OUTCOMES

- ▶ Identify warning signs of problematic situations
- ▶ Intervene and rectify policy and safety issues
- ▶ Fill out the violation report form properly

OUTLINE

Brainstorm Top 10 warning signs
 Photo Hunt: 10 images "What's wrong with this picture?"
 Distribute quick-answer policy pocket guide
 15-question procedure jeopardy game (using pocket guide)
 PowerPoint: Intervention outline
 Handout: reflect and script your intervention
 Role-play intervention; use 5 most frequent scenarios (i.e. noise, underage, fight, hospital, sick)
 Enter contact numbers into cell phones
 Walk pre-determined routes
 Simulated party to identify issues, intervene and file a report.
 Meet and greet thank you reception with residence life, police, neighbors, dean, etc.

EVALUATION

During session:

- ▶ Percent of signs identified versus missed
 - ▶ Intervention success rate (correction achieved)
 - ▶ Accuracy and precision of report
- Short-term: % successful interventions, # warning signs, reports.
 Long-term: \$ damage; # complaints, police / hospital reports, registered events, etc.



Additional Lessons

What 3 things will you do differently when you begin planning your next program?

How would you evaluate and assess your programs differently?

How can we use technology to boost learning, knowledge and performance?

How does this model apply to other areas of your work?

REFERENCES

- Barbazette, Jean (2008). Managing the Training Function for Bottom Line Results. San Francisco, CA: Pfeiffer.
- Churchland, Paul M. (1997). Matter and Consciousness (Rev. ed.). Cambridge, MA: The MIT Press.
- Godin, Seth (2007). Really Bad PowerPoint. Seth Godin's Blog [On-line]. Available: http://sethgodin.typepad.com/seths_blog/2007/01/really_bad_powe.html.
- Goleman, Daniel. (1995). Emotional Intelligence. New York, NY: Bantam Books.
- Goleman, Daniel. (2006). Social Intelligence. New York, NY: Bantam Books.
- Matlin, Margaret W. (1998). Cognition (4th ed.). Fort Worth, TX: Harcourt Brace & Company.
- Stolovitch, Harold D. & Keeps, Erica J. (2002). Telling Ain't Training. Baltimore, MD: ASTD Press.
- Stolovitch, Harold D. & Keeps, Erica J. (2005). Telling Ain't Training Fieldbook. Baltimore, MD: ASTD Press.

RESOURCES

- American Society for Training and Development. Information at <http://www.astd.org>
- Learning Theories Web site available at <http://www.learning-theories.com>
- "Plain English" videos by Lee LeFever from Common Craft: <http://www.commoncraft.com/show>
- ▶ Wikis in Plain English: <http://www.youtube.com/watch?v=-dnL00TdmLY>
 - ▶ Electing a US President in Plain English: http://www.youtube.com/watch?v=ok_VQ8I7g6I
- Telling Ain't Training Conference, American Society for Training and Development. Presented by Harold Stolovitch & Marc Rosenberg. Information at <http://www.astd.org/content/conferences/tellingAintTraining/>



Program Checklist

<p>Precisely Define the Change (Analyze)</p>	<p>Answer the following questions:</p> <ul style="list-style-type: none"> ▶ What is the problem? ▶ What are you trying to change? ▶ Where is the gap in performance? ▶ What is the root cause of this gap? 		<p>State in explicit detail what students will:</p> <ul style="list-style-type: none"> ▶ Feel... ▶ Know... ▶ Say... ▶ Do... ▶ Agree... ▶ Achieve... 	
<p>Select the Best Technique (Design)</p>	<p>Choose a format:</p> <ul style="list-style-type: none"> ▶ Retreat ▶ Workshop ▶ Keynote ▶ Conference ▶ Work Party ▶ Meeting ▶ Poster ▶ Manual ▶ Podcast ▶ Web Site ▶ Social Media ▶ On the Job ▶ Other: 	<p>Select the best activities</p> <ul style="list-style-type: none"> ▶ Lecture ▶ Slide Show ▶ Movie ▶ Audio ▶ Experts Panel ▶ Role Play ▶ Game / Activity ▶ Reflection ▶ Case Scenario ▶ Simulation ▶ Rehearsal ▶ Observation ▶ Other: 	<p>Describe additional details:</p> <ul style="list-style-type: none"> ▶ Presenter ▶ Length ▶ Attendees ▶ Location ▶ Other: 	
<p>Do the Work (Develop)</p>	<p>Materials</p> <ul style="list-style-type: none"> ▶ Handouts ▶ Script ▶ PowerPoint ▶ Resource List ▶ Web Site Links ▶ Quick-Answer Guides ▶ Manual 	<ul style="list-style-type: none"> ▶ Facebook Event Page ▶ Email Promotions ▶ Twitter Updates ▶ Promotional Posters ▶ Web Pages ▶ Event Profiles ▶ Registration Forms ▶ Announcements 	<ul style="list-style-type: none"> ▶ Flip Chart ▶ Activity Props ▶ Scenarios ▶ Facilitator Guide ▶ Nametags ▶ Sign In Sheets ▶ Follow Up Email ▶ Other: 	
<p>Deliver the Training (Implement)</p>	<p>Staging:</p> <ul style="list-style-type: none"> ▶ Room Format ▶ Seating ▶ Visibility / Lights 	<ul style="list-style-type: none"> ▶ Sound ▶ Materials Distribution ▶ Arrival Experience 	<p>Last Minute Checklist:</p> <ul style="list-style-type: none"> ▶ Access to Rooms ▶ Equipment Works ▶ Materials Packed ▶ Emergency Contact 	
<p>Measure the Result (Evaluation)</p>	<p>Reaction (Feel, Agree)</p> <ul style="list-style-type: none"> ▶ Like it? ▶ Was relevant? ▶ Was helpful? ▶ Was worthwhile? ▶ Do again? ▶ Other: 	<p>Learning (Say, Know)</p> <ul style="list-style-type: none"> ▶ Best lesson? ▶ Unanswered Q's? ▶ Pop Quiz ▶ # Help Requests ▶ Repeat the Language ▶ Other: 	<p>Behavior (Do)</p> <ul style="list-style-type: none"> ▶ Planned changes? ▶ % Plan completed? ▶ Involve/Attend ▶ #/freq Observations ▶ 2nd-hand Reports ▶ Other: 	<p>Performance (Achieve)</p> <ul style="list-style-type: none"> ▶ Community Metrics ▶ Climate Scores ▶ Relationship Status ▶ Incidents ▶ What worked? ▶ Other: