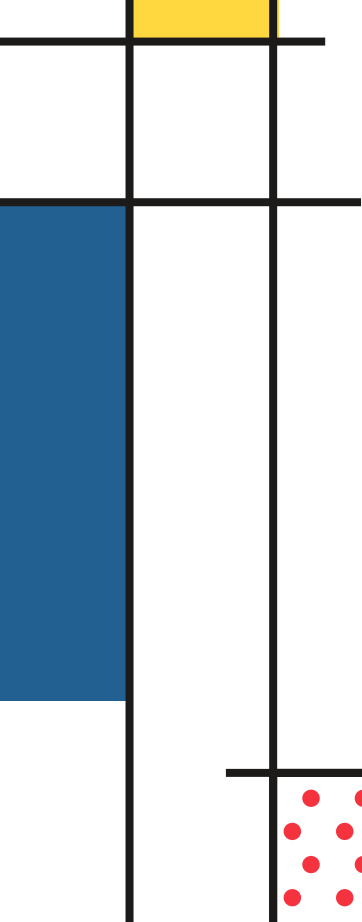# DISASTER RESPONSE TRAINING TEAM

See what it takes to create new skills and improve performance

+CIFRC

The Disaster Response Training Team is here to support with establishing and running effective and well executed learning strategies within the Membership.

We are also here so that we ensure that these learning strategies are harmonized across technical teams and National Societies so as we don't operate in silos and replicate work that has already been done.

And lastly, we are here to identify the inventions and innovations that help us target learning strategies to the modern learner.

In this brochure we will walk you through what we can do for you and share some best practices that will optimize the learning experience.
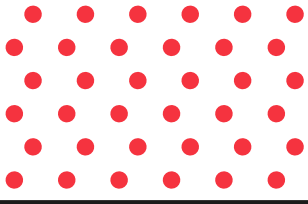
TRAIN

1 **Key message**

Nice to know does not equal need to know

2 **Key message**

Know your target audience, and tailor your training to them

3 **Key message**

Telling is not training: use exercises to ensure that learning happens

What we can do for you

- A consultation to help you formulate the scope, objectives, and format of your training or online meeting
- Full support services: do all things learning for you (subject to team availability)
- Observation + report: we observe your training and provide a report with concrete steps to improve your training.

" Working with the Disaster Response Training Team was critical to the project as they provided the learning methodologies and expertise in Learning Management Systems. The others on the project had technical expertise, and training development knowledge, yet they did not have the expertise to frame the project according to an educational foundation. The training team provided this foundation knowledge, allowing the project to be grounded in a strong pedagogy which would otherwise be lacking

— The CASH Training Framework Development Consultancy Team

Where to start

Step 1

Check the learning toolkit to find our training development resources

Step 2

Collect examples of trainings that were useful for you: what were they getting right?

Step 3

Check previous evaluations if this training was provided before.

Step 4

Clarify learning needs by observation, self-assessment, surveys or with a participatory learning needs analysis.

Step 5

Align with the relevant competency frameworks to make sure your training fits the need.

Step 6

Define your learning objectives: what is it that you want your learners to master. Remember to use Bloom's taxonomy! Rule of thumb: 3 objectives per session.

Step 7

Define the scope and list key learning points. Divide your content into 3 groups: must know, nice to know, relevant but can wait. Focus on the 1st part.

Step 8

Decide on appropriate learning methodology: for ex., a workshop is a great choice for teaching skills.

Step 9

Do a dry run.

Step 10

Measure success of your training. Check if people are able to perform better in their roles weeks or months after the training.

FACILITATE

1   **Key message**

Telling is not training: use exercises!

2   **Key message**

Include an opportunity for interaction every 7 minutes

3   **Key message**

If you don't know your ideal outcomes before, you won't have achieved them after
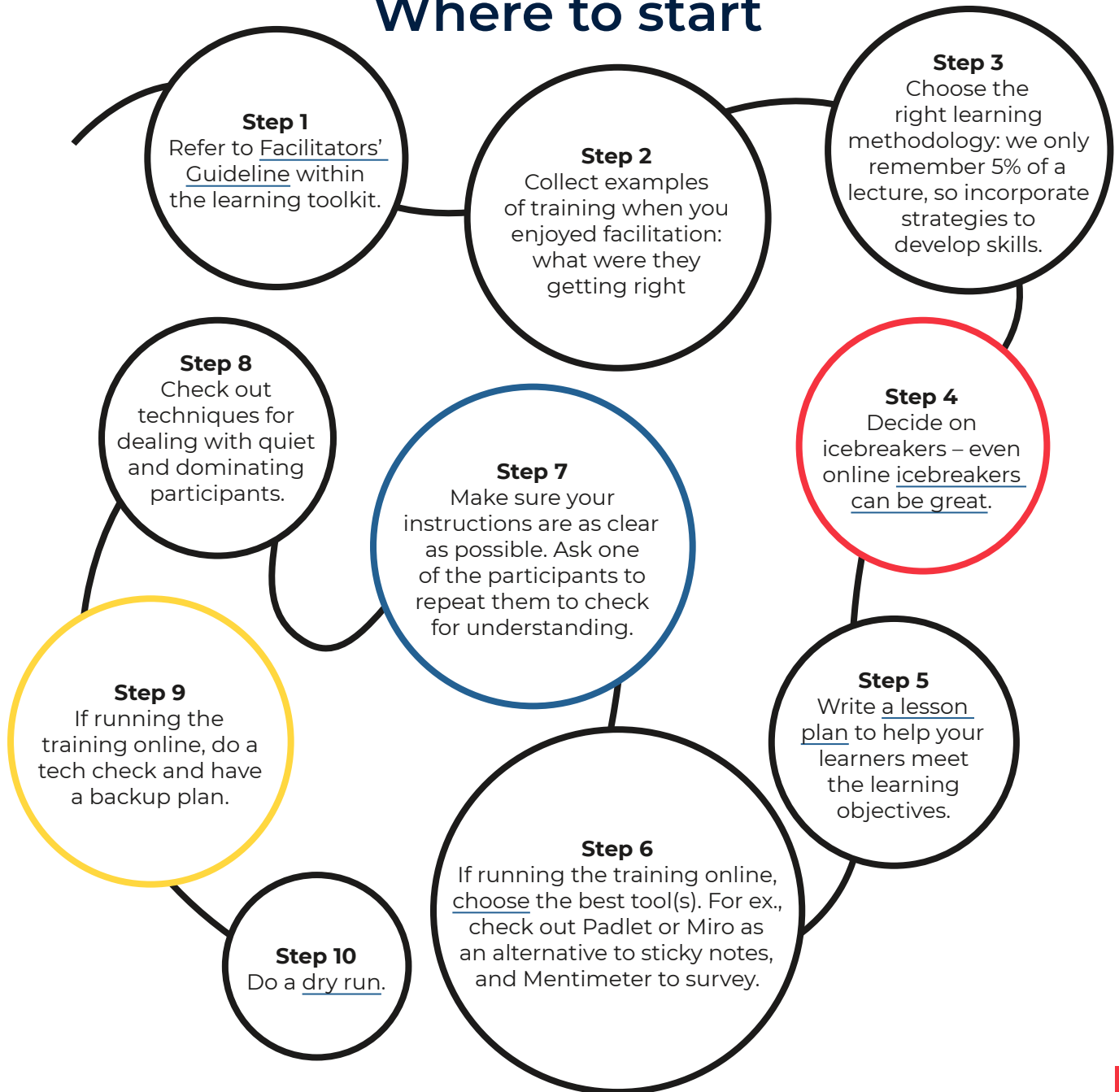
What we can do for you

- Practical step-by-step guides and training for facilitation
- Activate the Facilitators' Network to help you find a facilitator for your event
- Observation + report: we observe your training and provide a report with concrete steps to improve your training

" The Disaster Response Training Team provided tailored support and mentoring on cutting-edge E-meeting tools that enabled us to maximize the results from our E-workshops.

— The ERU review team

Where to start

Step 1
Refer to Facilitators' Guideline within the learning toolkit.

Step 2
Collect examples of training when you enjoyed facilitation: what were they getting right

Step 3
Choose the right learning methodology: we only remember 5% of a lecture, so incorporate strategies to develop skills.

Step 4
Decide on icebreakers – even online icebreakers can be great.

Step 5
Write a lesson plan to help your learners meet the learning objectives.

Step 6
If running the training online, choose the best tool(s). For ex., check out Padlet or Miro as an alternative to sticky notes, and Mentimeter to survey.

Step 7
Make sure your instructions are as clear as possible. Ask one of the participants to repeat them to check for understanding.

Step 8
Check out techniques for dealing with quiet and dominating participants.

Step 9
If running the training online, do a tech check and have a backup plan.

Step 10
Do a dry run.

MOVE YOUR TRAINING ONLINE

1 **Key message**

Self-paced online training is an effective approach for learners to absorb and retain content

2 **Key message**

It might take more time and effort than you would think – but it is a great investment!

3 **Key message**

Online training facilitation is different from face-to-face training facilitation

What we can do for you

- A consultation to help you formulate the plan to move your training online
- Full support: we manage the entire project including e-learning development (subject to team availability)
- Observation + report: we observe your training and provide a report with concrete steps to improve your training

> Last year we piloted our virtual ERU Induction training, where we had the Disaster Response Training Team on board in a training observer role. We got valuable comments about what to keep, what to improve and also very practical tips that can be applied to all online trainings. If you want to someone on your side to make online learning more meaningful, we can warmly recommend their services.
>
> — *Finnish Red Cross*

Where to start

Step 1
Check the learning toolkit (be sure not to miss our best practices and lessons learned collection!)

Step 2
Collect examples of online trainings you enjoyed and reflect on what you liked about them.

Step 3
Align with the relevant competency frameworks to make sure your training fits the need.

Step 4
Decide on the modalities: Self-paced? Instructor led? Workshops or webinars? Graded assignment and group work?

Step 5
Consider flipped classroom: have your participants learn alone and practice with others.

Step 6
Make sure your participants are not listening to lectures for too long. Add workshops, group work and individual study time! Break down a long session into a few short ones.

Step 7
If you have facilitated elements, make sure your facilitators have digital facilitation skills.

Step 8
For a smooth experience, test your tech and brief participants so they are confident in navigating your online tools. Plan for troubleshooting.

Step 9
Create online space and activities for your participants to mingle and build rapport.

Step 10
Over-communicate to your participants on what, where, when and how sessions will take place.

ASSESS COMPETENCIES

1 Key message

Assessment using competency frameworks brings objectivity and consistency

2 Key message

Be aware of unconscious biases in assessment and use tools to mitigate them

3 Key message

Avoid assessing while training in order not to compromise the learning process
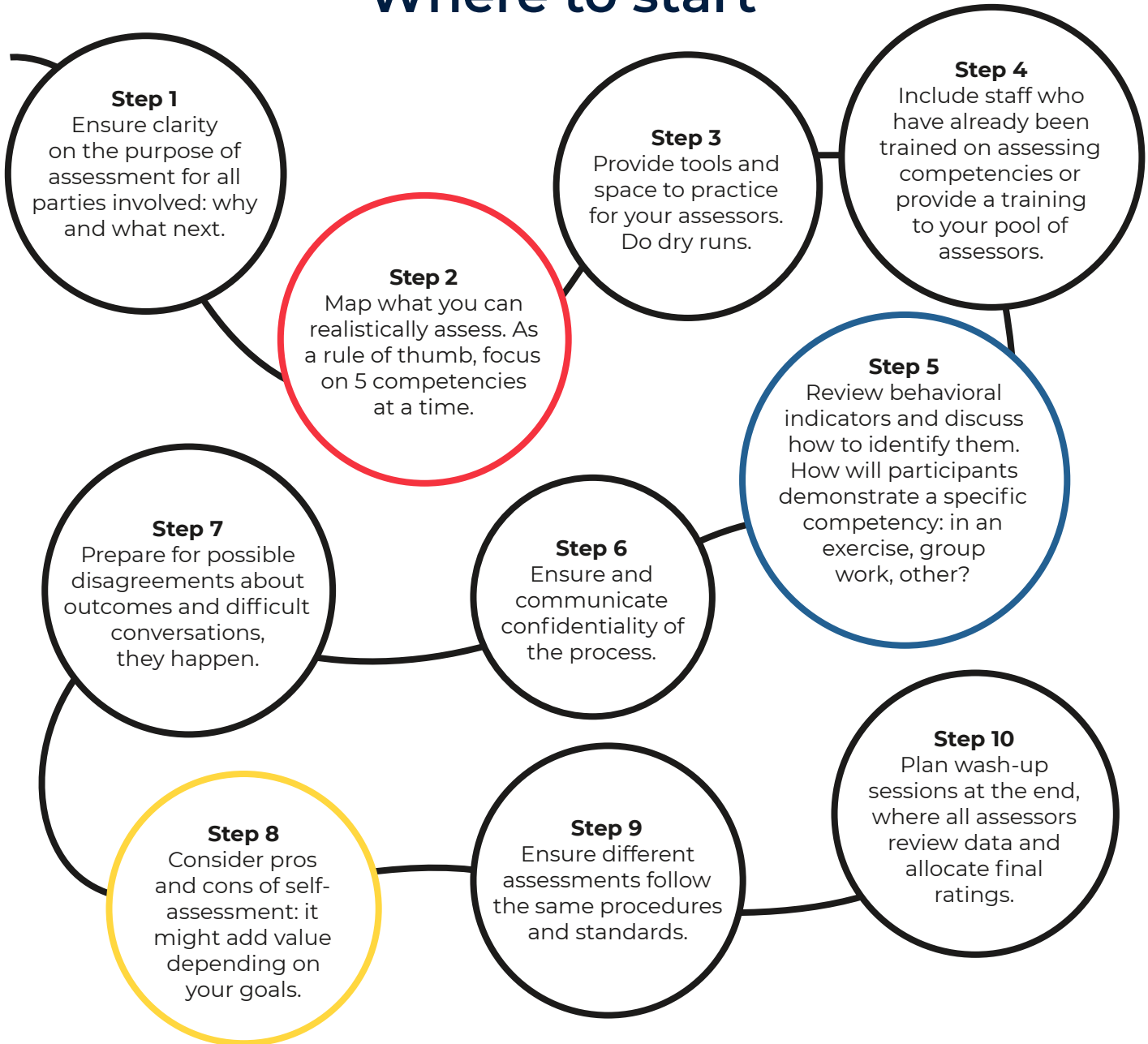
What we can do for you:

- A consultation to help you formulate the assessment plan to apply the main principles and the right tools.

- Train the assessors on assessment tools and provide space to practice

- Full support: we lead you through the process, develop tools, brief the team, and will be there during the assessment itself, if needed

> **"** During the DHEOPs Assessment days, the Disaster Response Training Team not only helped us recognize the inherent biases we were unintentionally bringing to an otherwise objective assessment process, they helped us mitigate their impacts.
>
> — *DHEOPs Selection Committee*

Where to start

Step 1
Ensure clarity on the purpose of assessment for all parties involved: why and what next.

Step 2
Map what you can realistically assess. As a rule of thumb, focus on 5 competencies at a time.

Step 3
Provide tools and space to practice for your assessors. Do dry runs.

Step 4
Include staff who have already been trained on assessing competencies or provide a training to your pool of assessors.

Step 5
Review behavioral indicators and discuss how to identify them. How will participants demonstrate a specific competency: in an exercise, group work, other?

Step 6
Ensure and communicate confidentiality of the process.

Step 7
Prepare for possible disagreements about outcomes and difficult conversations, they happen.

Step 8
Consider pros and cons of self-assessment: it might add value depending on your goals.

Step 9
Ensure different assessments follow the same procedures and standards.

Step 10
Plan wash-up sessions at the end, where all assessors review data and allocate final ratings.

GO BEYOND TRAINING

1 **Key message**

Training is not always the right solution – check if it is for you!

2 **Key message**

Apply the 70 – 20 – 10 rule to your learning strategy – introduce learning opportunities beyond training

3 **Key message**

On-the-job training or peer learning opportunities are a great match for leadership level personnel

What we can do for you:

- A consultation to help you formulate a strategy for on-the-job learning initiatives
- Provide a set of tools designed for on-the-job learning initiatives
- Full support: we manage your entire on-the-job learning initiative (subject to team availability)

"This experience was a very good way to understand how many factors are involved in an operation manager's role and made me feel better prepared for this position.

— Developing Operations Manager, Covid-19 operation

Where to start

Step 1
Check the learning toolkit (be sure not to miss our developing missions L&D guide)

Step 2
Consider which learning initiatives are the best fit for your goal: developing missions, coaching, mentoring, on-the-job projects? Run a quick participatory needs analysis to clarify.

Step 3
Align with the relevant competency frameworks to make sure your initiative fits the need.

Step 4
Note that being a coach/mentor is also a developing opportunity – we learn by teaching others.

Step 5
Remember some on-the-job learning can replace a face-to-face training and be a way to get your staff to the Rapid Response Register (this might also be cheaper).

Step 6
Consider contracting modalities! Will people volunteer, include this activity into their working hours, or have a separate contract?

Step 7
Mind the time commitment: your initiative will only work if all parties agree to devote a set amount of time to this.

Step 8
Use technology: remote developing mission, Teams channels and even social networks.

Step 9
Structure (goal, timeframe, evaluation) boosts the effectiveness of on-the-job learning.

Step 10
Make sure line managers are onboard, as their role is vital for creating a "safe to fail" environment and encouraging staff to include on-the-job learning into their annual learning objectives.

TRUE OR FALSE

1 It's important to know your learning style
to succeed in learning (visual, logical, social, etc.)

True   **False**

2 You will learn less if you're stressed.

True   **False**

3 60 min briefing with a power point is a great way to learn.

True   **False**

4 It is possible to assess 10 to 15 competencies in one event.

True   **False**

5 Reading and highlighting key facts helps you learn and
remember things.

True   **False**
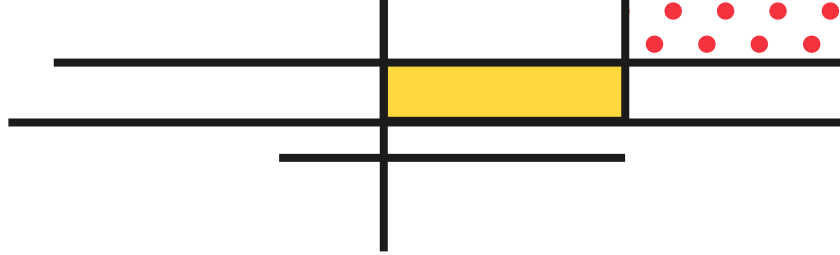
6 "Understand the basics of data management" – this is a great learning objective.

True   False

7 You cannot do a completely unbiased assessment of competencies.

True   False

8 Training is always the best way to improve your organizational culture and procedures.

True   False

9 When evaluating a training, it is important to check whether your participants liked it and whether they learned what you wanted them to.

True   False

10 Tired people don't learn well.

True   False

ANSWERS

1. This statement is false

Learning styles are not evidence based and it's one of the most popular misconceptions. We learn best in a variety of modalities and trainers should differentiate based on content, not learning style. In fact, in 2017 a group of professors from the leading world universities published an open letter in the Guardian encouraging educators to raise awareness of this neuromyth.

2. This statement is partially true

People do not learn well when they are either bored or under distress. Optimal performance and ability to learn come from the level of beneficial stress called eustress. With a healthy and positive level of stress you feel energized, focused and work in good flow. Learning is enhanced by challenge and inhibited by threat. Keep this in mind when providing feedback: focusing on shortcomings or gaps doesn't enable learning. It impairs it, because it activates our "fight or flight system", which allows us to focus on survival only.
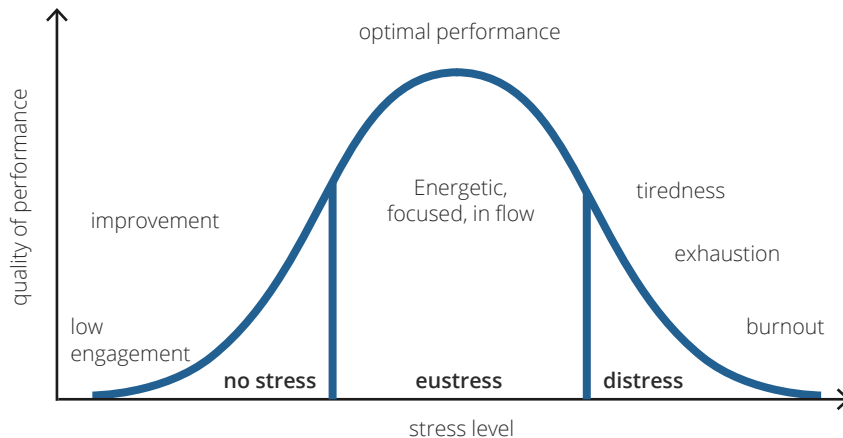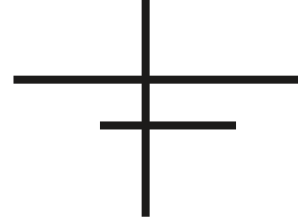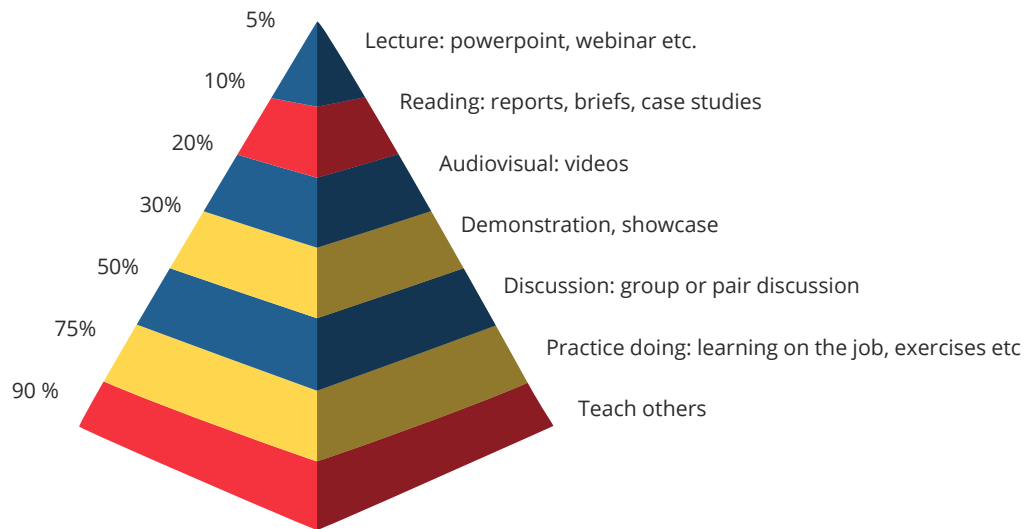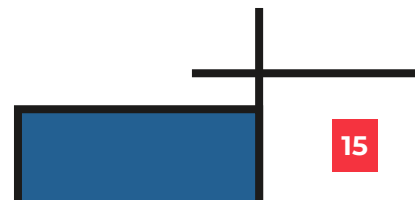
3. This statement is false

Interaction is essential for learning. Passive learning processes like briefings, webinars and PowerPoint presentations will not make your audience remember the information well.

**The Learning Pyramid**

4. This statement is false

Each competency normally has a few tiers and behavioral indicators for each. It is a lot of information for assessors to keep in mind. You also want to provide space for your staff to demonstrate behaviors, and it is unrealistic to expect them to show many competencies at the same time. Five competencies are a good standard to keep in mind.

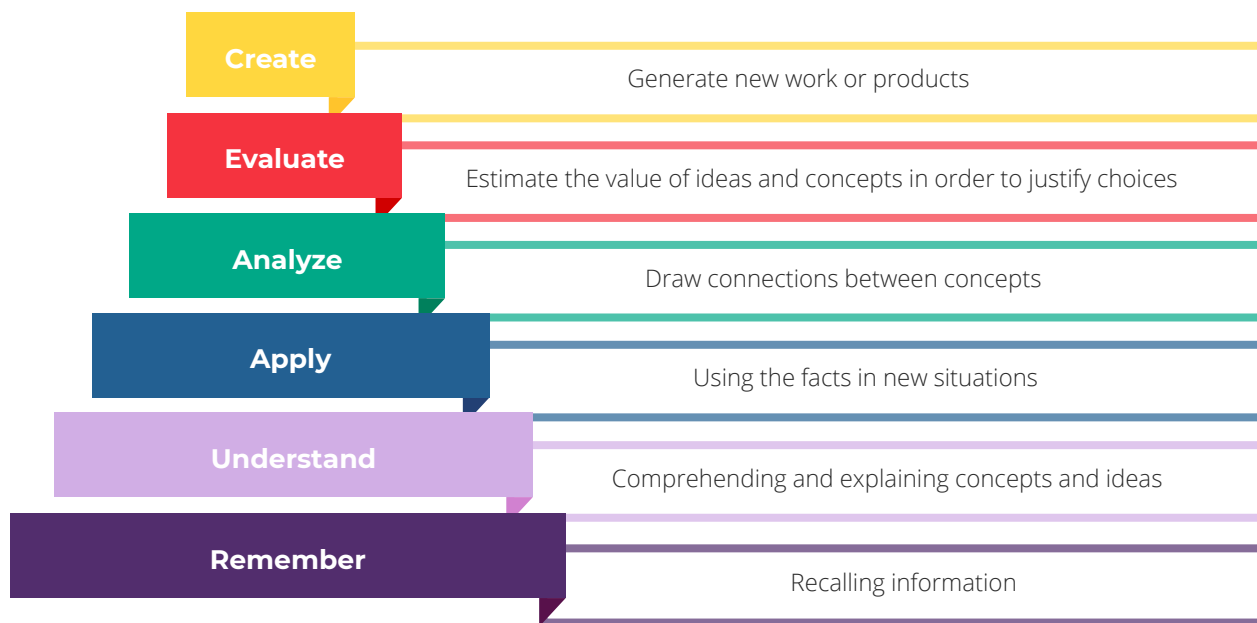### 5. This statement is, unfortunately, **false**

Rereading creates the illusion of mastery. You recognize words and sentences, and it makes you believe you know the material better than you actually do. One of the most powerful strategies to make learning stick is testing or self-testing at specific intervals. Close the book and try to recall the information, it is mentally draining but it works. Do this a few times at increasing intervals if you need to remember it forever.
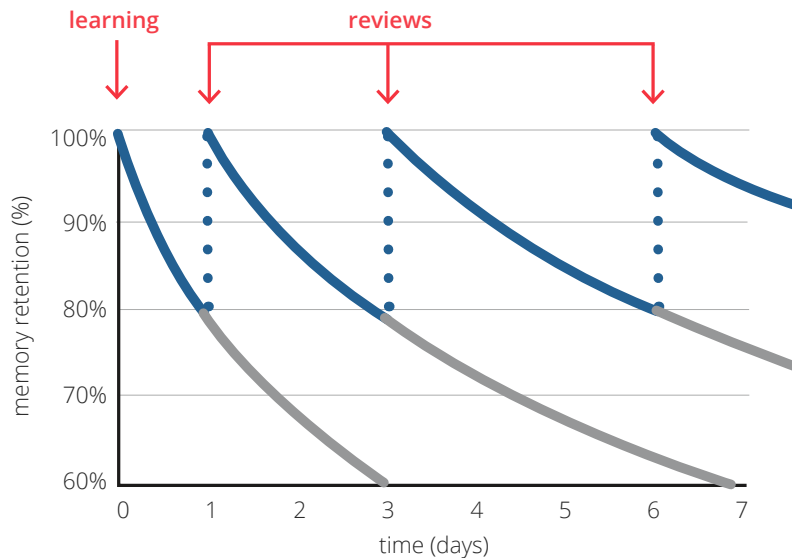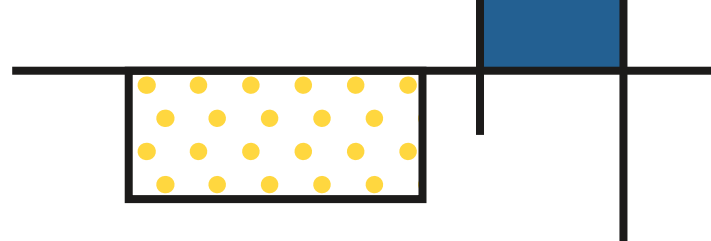
6. This statement is false

A great learning objective is as specific as possible. Try to avoid using verbs that are vague, for example "understand" or "familiar with". It is hard to measure. Instead use Bloom's taxonomy to ensure you get learning objectives right.

Create — Generate new work or products

Evaluate — Estimate the value of ideas and concepts in order to justify choices

Analyze — Draw connections between concepts

Apply — Using the facts in new situations

Understand — Comprehending and explaining concepts and ideas

Remember — Recalling information

7. This statement is true

Our biases are unconscious and the best way to mitigate them is to never believe you don't have any. There is theory, experiences, and practical recommendations out there to help you overcome yours.

Types of Unconscious bias

Affinity bias

Gravitating toward people who are similar to us

Perception bias

Forming stereotypes or assumptions about certain groups

Halo effect

Projecting good qualities onto people based on an impression formed by a single characteristic

Confirmation bias

Interpreting information in a way that confirms what we already know or believe in

8. This statement is false

To find out if training really is the best option you need to first identify your goal and what is causing your problem. Organizational procedures? Tools? Knowledge gaps? Lack of motivation? Tracking the reasons behind a performance gap will give you clarity on the best solutions. Training can help, if you want to develop skills or ensure people store information in their memory (otherwise consider job aids). It can sometimes increase motivation, but mind other factors. See a decision tree here: Will the training help?

9. This statement is true, but only partially

While it's important to evaluate the reaction and learning, you also want to apply Kirkpatrick's training evaluation model and analyze the impact of your training and changes in performance.

10. This statement is true

To avoid cognitive overload and ensure knowledge sticks, consider the following:

We know that if your learning sessions are spaced in time with rest from learning, it brings better results. It's called spaced practice. If you can't afford to do this, consider interleaved practice: interleave (mix) topics instead of teaching a topic in a single block.

It is also important to ensure that your students know that they should be getting enough sleep between days of training. Sleep is a central part in learning, as while we sleep our brain strengthens new memories and builds connections between different pieces of information.

In short, you can't feed a person for a year ahead by stuffing them with food for a week. It's the same with information.

OUR APPROACH TO SURGE LEARNING AND DEVELOPMENT

The new Rapid Response mechanism strives to deploy the right people to the right place at the right time, as local as possible, as global as necessary. We want our personnel to have equal access to joining surge networks and equitable opportunities for progression.

As a team, we strive to:

- make sure people develop their competencies and we deploy competent personnel by assuring quality of training and promoting evidence-based solutions.

- open the rosters to individuals who do not have access to face-to-face training, by assessing competencies in a variety of ways and accepting informal and on-the-job learning.

- make sure our learning events are facilitated by diverse, gender-balanced pool of facilitators, by providing tools and training on facilitation.

- make training accessible to more people by decentralizing and digitalizing our trainings and providing a set of fully funded seats.

If you're as passionate about learning or simply want a helping hand, get in touch

Dorottya Barta

Surge Learning Officer and a strong believer that learning is messy (but fun).

Evgenia Generalova

Surge L&D Coordinator and a committed advocate of sleep for better learning.

Viivi Kirvesoja

Surge Learning Officer and a passionate promoter of "sharing (expertise) is caring".

We truly believe in the added value of dedicated learning expertise support for National Societies and technical teams. However, there are many challenges that come with being a newly established team gaining speed in these turbulent times. Your support makes it possible for us to continue to serve the Membership. Thank you!

American Red Cross

the power of humanity / AUSTRALIAN RED CROSS

Japanese Red Cross Society

Finnish Red Cross

British Red Cross

The Netherlands Red Cross