Visual Story

Accelerate FRONTLINE LEARNING

Accelerate Learning As We Fix, Solve, and Improve Work Issues

General Reference

Vignettes Learning

Version 1.1 4/25/21

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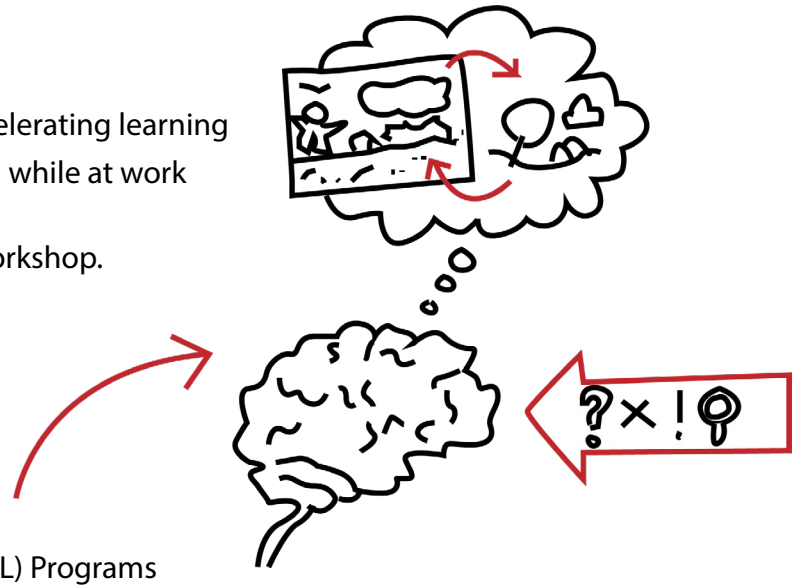
Welcome!

Everyone learns at work. When you fix, solve, and improve work issues, you are learning.
The challenge is to be aware that we are actually learning, and how to accelerate learning.

Our purpose is how to:

- Accelerate learning while we do work
- Magnify the natural skills in learning while in the workflow
- Raise awareness among workers, participants, and frontline teams on accelerating learning
- In the process, results are realized from consistent and deliberate learning while at work



This document is a general reference for the Accelerate Frontline Learning Workshop.
This is mainly intended for:

- Trainers, designers, leaders and L&D specialists
- Frontline Leaders and their peers, co-workers, and team members

Reference Guide

- Reference during the workshop
- Guide in implementing your in-house Accelerating Frontline Learning (AFL) Programs
- Enrich your own personal knowledge and skills of AFL

Overview: Accelerate Frontline Learning

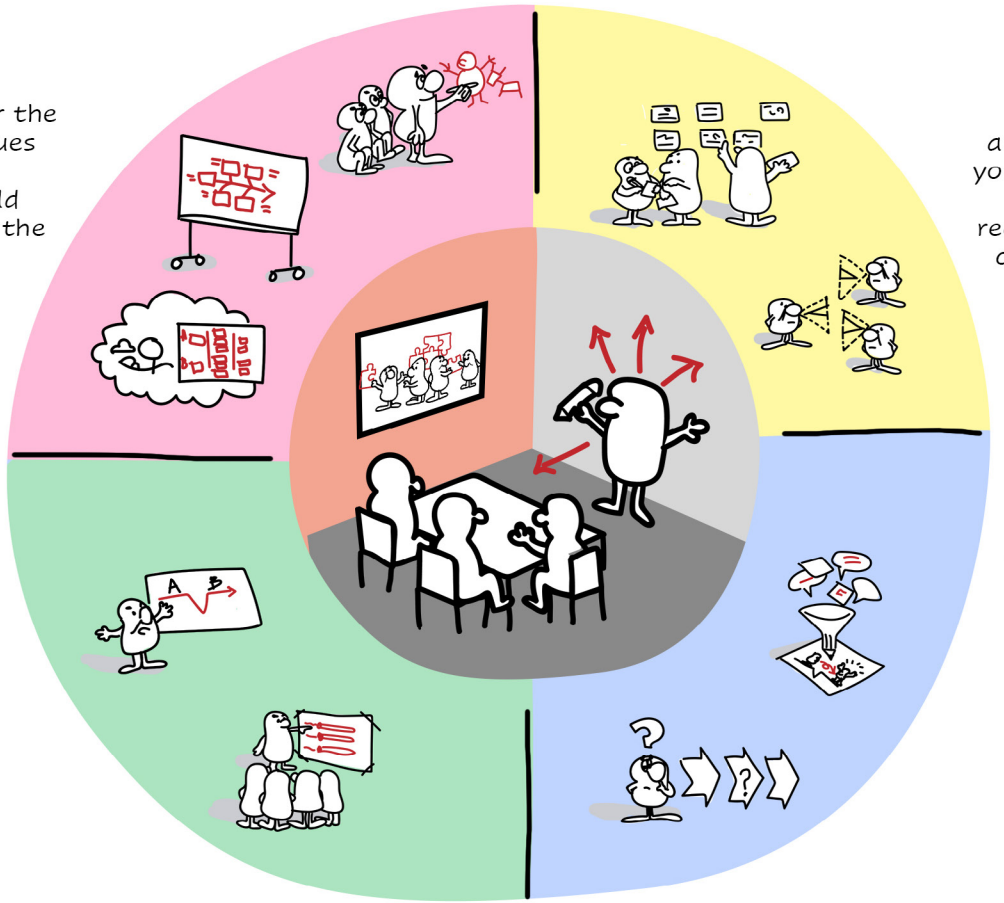
Workflow Processes

You Constantly Fix, Solve, Improve, and Learn

How does learning intersect with your day-to-day duties and tasks?

What is the Symptom and Cause?

Causes - Identify and discover the factors that cause work issues day to day.
Consequences - What would happen if you do or don't fix the issues?



Where and How Do I Find Answers?

How and where do you find answers and solutions? Who do you rely on for answers? What do you look for in documents, records, history, etc.? Where else can you find reliable answers?

How Do I Know If It Is Working?

Feedback and Data - What are the important things to know to meet desired results?

I Have a Hunch. How Do I Test It?

Testing, Trial and Error - How do you test solutions and answers? What is the value of failure in trial and error testing?

Workflow Conversations

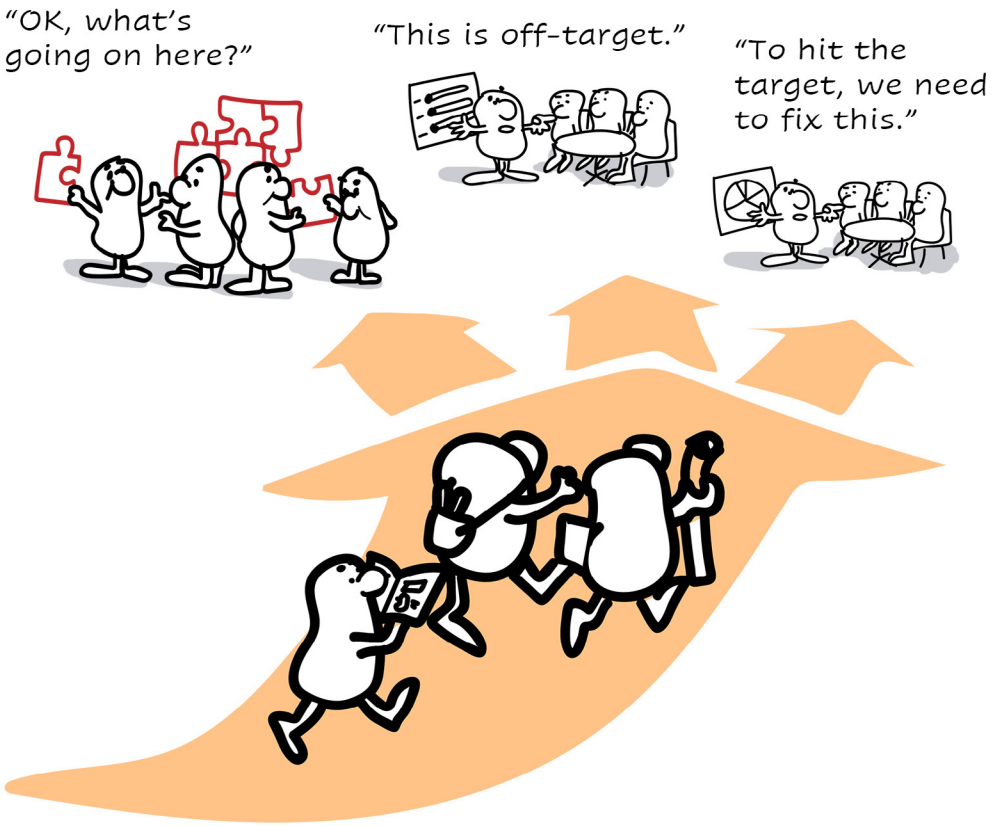
Learning Moments Anytime, Anywhere

When do learning moments occur on the job? Do you recognize them?

Accelerating Learning

I observe. I question. I Reflect. I gain insights.

Work - A Natural Place to Learn



Key Ideas

You constantly fix, solve, improve, and learn

The workplace is where you learn and earn results at the same time. Making improvements is natural and constant.

Do you go to work to learn or get things done?

You work to get things done. But while working, you learn.

What's the biggest benefit to learning while doing work?

Impacts and results are immediately felt when ideas and solutions are applied. This provides a sense of accomplishment and personal fulfillment.

How is continuous learning connected to the work you perform?

While performing your work, you learn better and faster because the issues you fix, solve, and improve are actual and real.

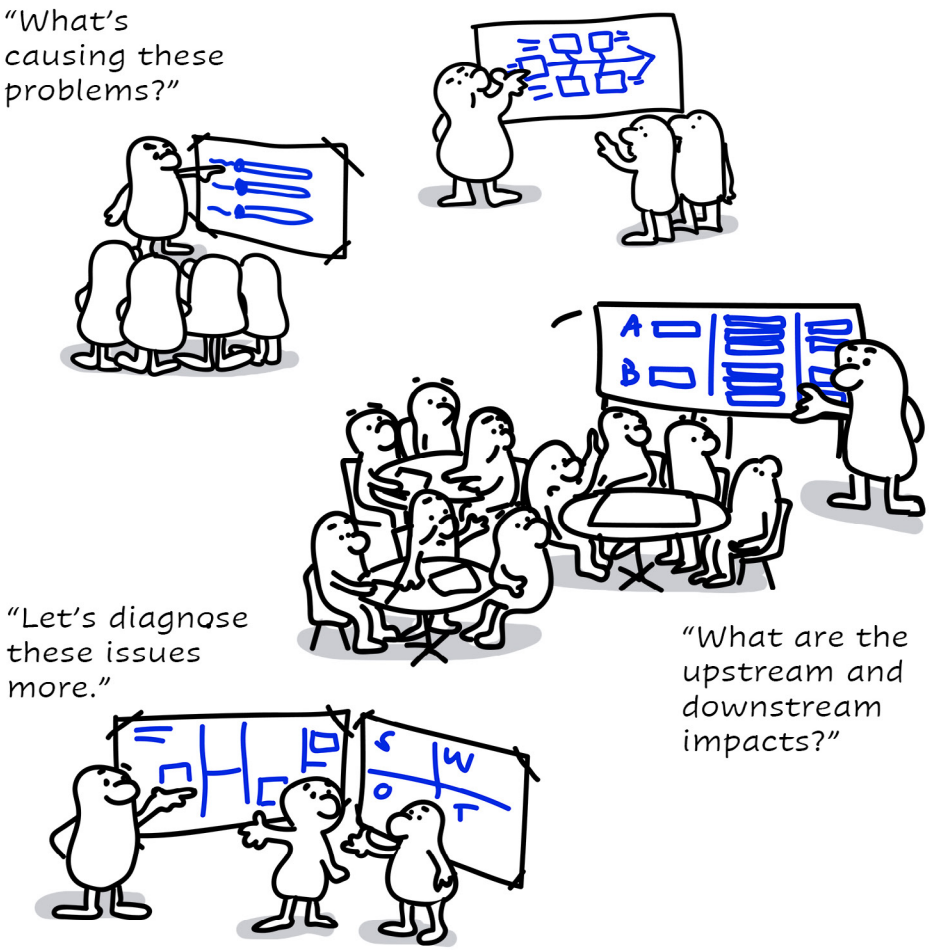
Where are the opportunities to accelerate learning while at work?

When you fix, solve, and improve work issues, you make adjustments that matters in the workplace. This is accelerating learning.

Discussions

Share a work incident that you tried to fix, solve, and improve. What was the challenge? How did you solve it? What did you learn while solving the problem?

What is the Symptom and Cause?



Key Ideas

Identifying the symptom and the cause.

Causes - Diagnose and find out the factors that are causing work issues day to day.

Consequences - What would happen if you do or do not fix the issues?

What are the symptoms and root causes of the problem?

By observing and investigating the factors that are causing the problem, you will recognize the gaps, and the missed target goals and results.

This is called the diagnostic process - the same process your mechanic uses when you take your car into the shop. We learn a lot by just asking diagnostic questions. We begin to establish the baseline knowledge. Using the **Fishbone Analysis** tool is a good start.

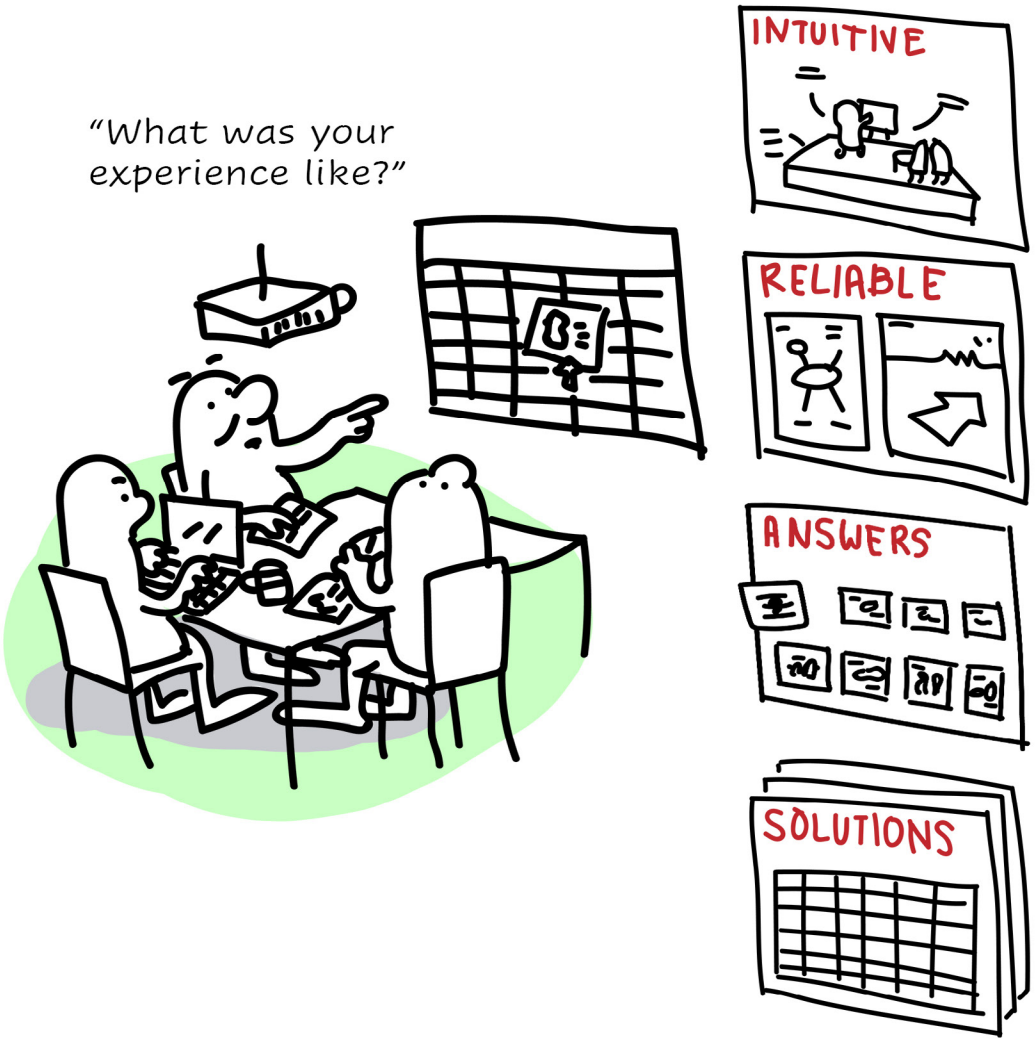
What are the consequences or benefits?

Oftentimes, problems are best understood or prioritized by identifying the consequences or benefits. Use **Consequences Thinking**. What would happen if you do or do not solve the problem?

Discussions

Share a work incident that you tried to fix, solve, and improve. What elements of the diagnostic process did you use in thinking through your problem? What questions did you ask? What were you learning when you were thinking this through and making decisions?

Where and How do I Find Answers?



Key Ideas

I know the problem. What do I do next? Where do I find answers and solutions?

Answers are often found from your own experience and those of others. You also find answers and solutions from documents and resources.

Who do you go to for quick and reliable answers?

Most likely you have and rely on a good set of peers, co-workers, leaders, suppliers, experts, and experienced go-to-people who can provide quick answers. It is vital to nurture good relationships with your network. Use **Network Thinking.**

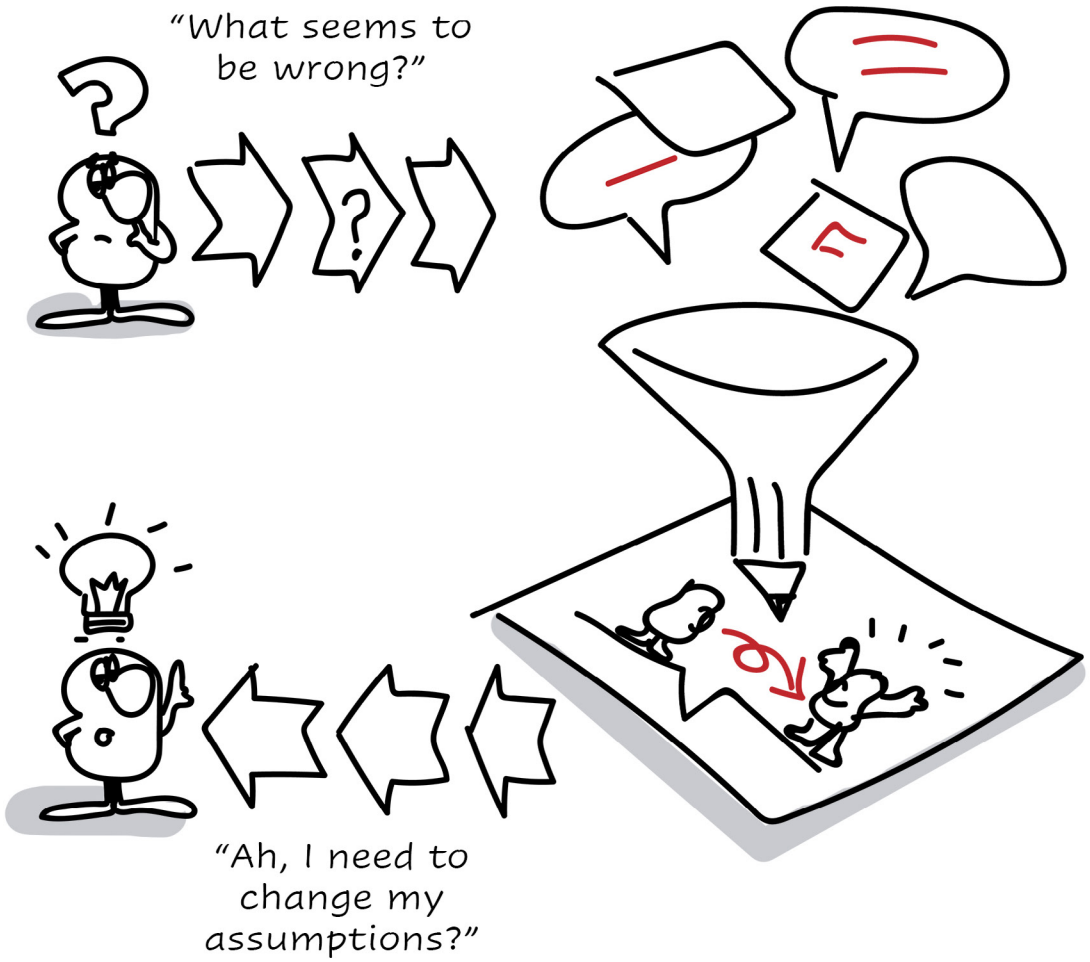
Why does history and records provide answers and solutions?

You may also find answers and solutions from documents, logs, references, history, records, standards, SOPs, tips, guides, and other resources. Problems, whether new or repeated, have an associated history. With your observation and inquiry, you can put things together from data and information. Usually, the information is a compilation of precious knowledge and recorded experience. Use **Reliable Answers Thinking.**

Discussions

With the problem you are fixing, explain how answers and solutions were discovered by asking others to share their experiences. Furthermore, how did historical information and data help solve the problem? How did searching for answers and solutions lead to learning?

I Have a Hunch. How Do I Test It?



Key Ideas

Why is learning from mistakes and errors often the best teachers?

All answers need to be tested. In testing, we make mistakes and errors, and we learn. It is in this process that we adjust our solutions to make sure they meet the end results.

Why should I face mistakes and errors head-on?

Successful companies encourage workers to be curious by exploring, and experimenting. It is best to deal with these failures and mistakes head-on and avoid suffering severe consequences.

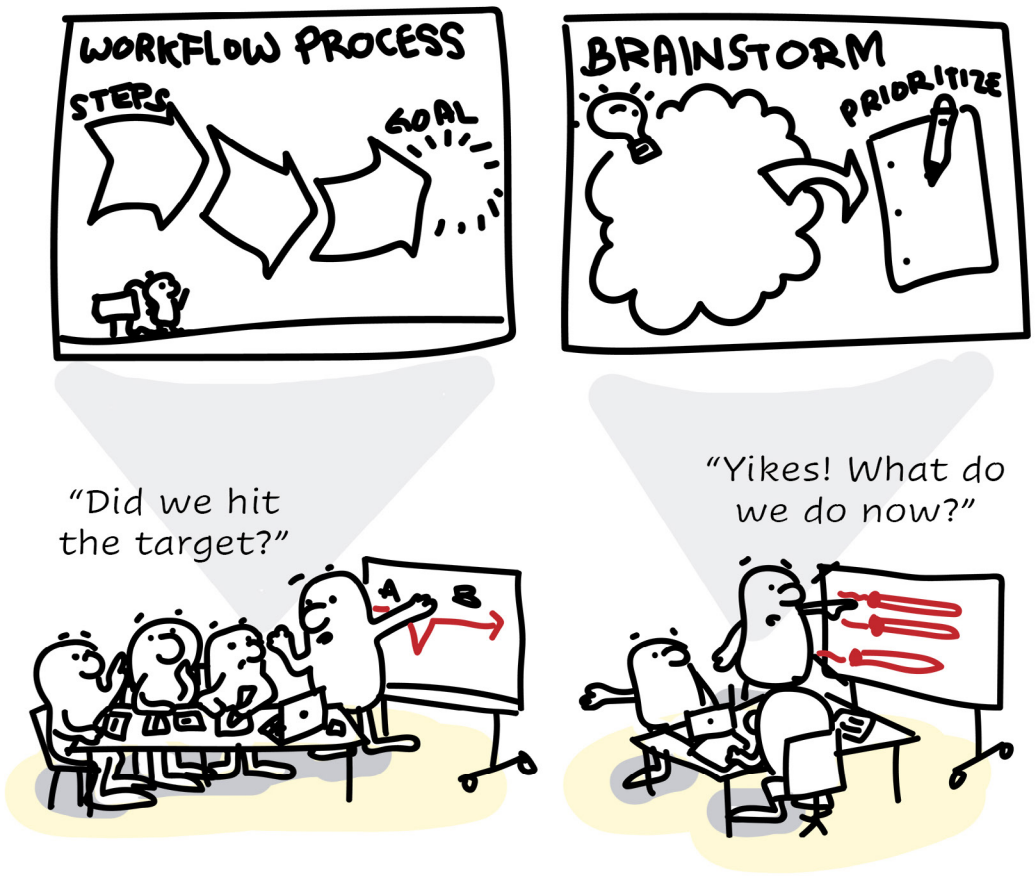
How do I know if my test, trial and error are successful?

It is a constant looping process of setting goals and examining results. If your test fails, you need to check and rethink your assumptions and context. Then try **Trial and Error Thinking** again.

Discussions

Recall a problem and a given solution. What did you do when at first, the answer did not work? What assumptions, methods and context did you adjust before testing again? What was the final outcome? How did you learn from this experience?

How Do I Know if It Is Working?



Key Ideas

Is it working?

We are always checking if our answers and solutions are fixing the problem. You set results and investigate the outcomes by checking data, metrics and some indicators.

Why is it that you learn more as you check feedback on your work?

When you set work to do, you aim to meet the expected results. Paying careful attention to the outcomes, if they meet or miss the goals, and reviewing the causes are great opportunities to learn. The gaps in results are indications of your skills and abilities to get the right answers and use the appropriate resources.

What do you do if the results do not meet your expectations?

Repeat the process. Review the causes. Find answers and solutions. Test the ideas and check the feedback. During this process, you are constantly learning answers and improving your learning capacities. Use **Impacts Thinking.**

Discussions

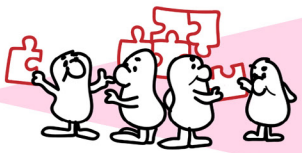
Share a task where it took longer than usual for you to get the results. How did you use the feedback from the results to align, adjust and improve your actions and decisions? What did you learn on how to use feedback?

How to Implement Accelerate Frontline Learning

Two things happen when you implement accelerated learning. The first one is the **Workflow Processes** itself. While you, your peers, leaders, and other stakeholders are having a conversation about work issues, all of you are in the process of finding the causes, figuring answers, testing your solutions, and assessing if the plan is working.

The second one is in the **Workflow Conversations**. It occurs when you and your peers are sharing observations, questions, reflections, and insights. **To conduct a brainstorming with your team, provide them the following documents: (a) Overview: Accelerate Frontline Learning, (b) Implementation Review, and (c) AFL Cards.**

Workflow Processes

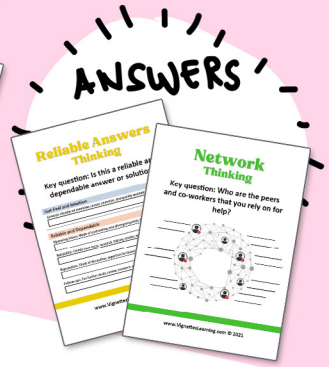


1. Pick a work issue

The work issue is preferably owned and suggested by the worker - not the leader or trainer. The work is what you, your peers, and workers are trying to fix, solve, and improve. Identify a small work issue first and later a bigger issue.

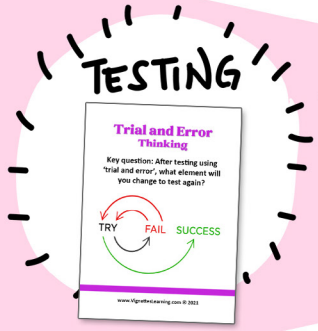
2. What is the Symptom and Cause?

You have two options. Use the **Fishbone Card** or the Consequence Card. The conversation questions are found on the cards.



3. I know the problem, what do I do next?

You have two options. Use the **My Network of Friends Card** or **Reliable Answers Card**. The conversation questions are found on the cards.

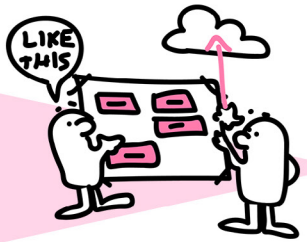


4. I have a hunch, how do I test it?

You have the option to use the **Trial and Error Card**. The conversation questions are found on the cards.

5. How do I know if it is working?

You have the option to use the **Impacts Card**. The conversation questions are found on the cards.



6. Accelerate Learning

Each step of the process and the conversations present opportunities for accelerated learning. These are moments when you and peers have a success or failure, and you use this as an accelerated learning moment.

Workflow Conversations

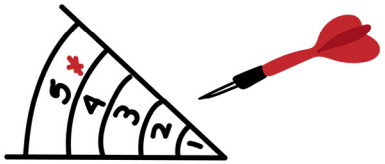
I Observe.
Keen, observant, intentional.

I Question.
Inquire, persist, satisfy.

I Reflect.
Change views, adjust; be flexible, adapt.

I Gain Insights.
Dsicover, repeat, and pass on.

Implementation Review



Play Darts. Review your skills.

Rate yourself. Put a dot on the boxes. 1 to 5,
1 = bullseye, **5** = miss. Keep on adding dots as you learn.

Where and How Do I Find Answers?

How and where do you find answers and solutions? Who do you rely on for answers? What do you look for in documents, records, history, etc.? Where else can you find reliable answers?

What Is the Symptom and Cause?

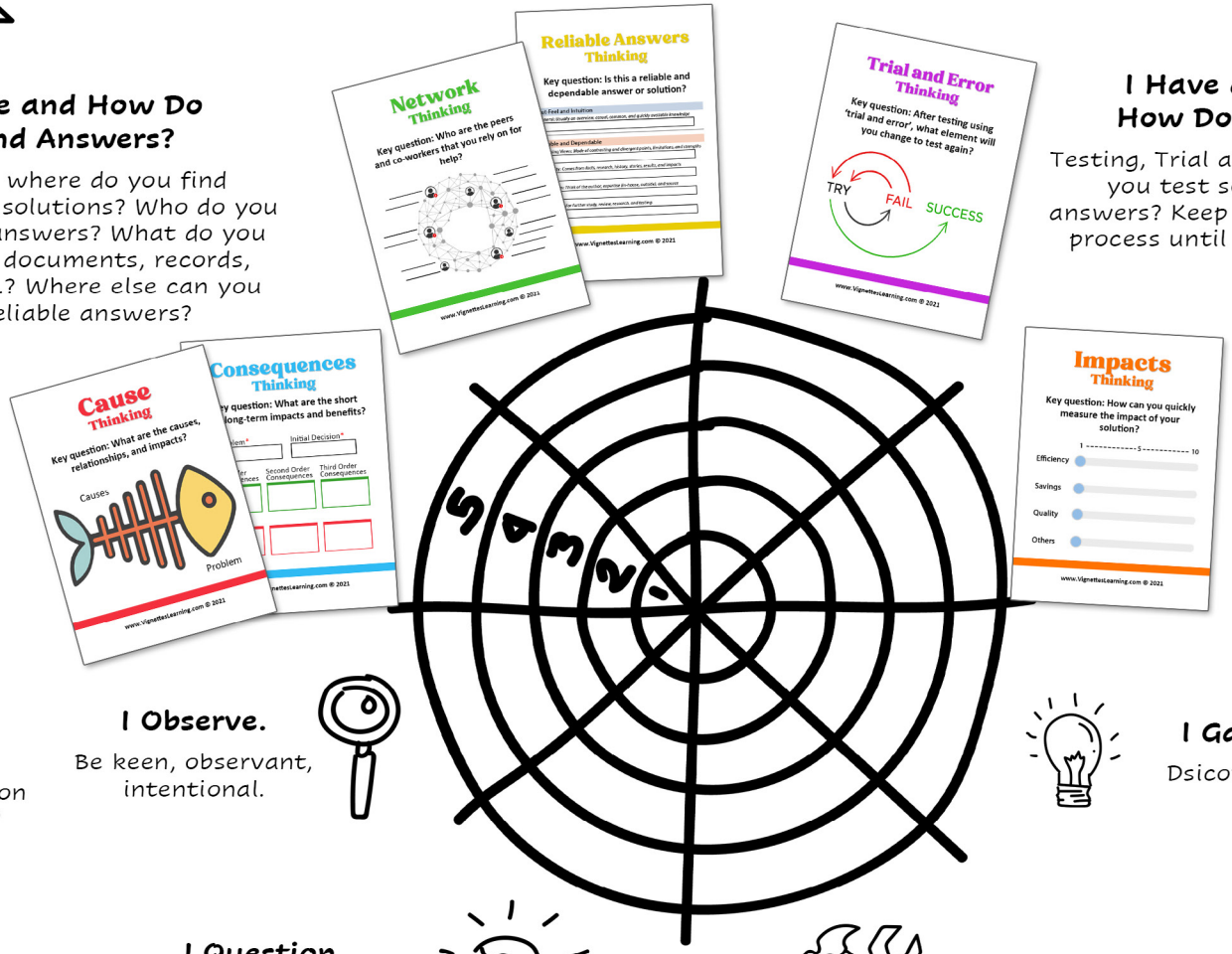
Causes - Identify and discover the factors that cause work issues day to day.
Consequences - What would happen if you do or don't fix the issues?

Learning Moments Anytime, Anywhere

When do learning moments occur on the job? Do you recognize them?

Accelerating Learning

What helps accelerate your learning as you address issues, problems and challenges?



I Have a Hunch. How Do I Test It?

Testing, Trial and Error. How do you test solutions and answers? Keep on repeating the process until you get results

How Do I Know if It Is Working?

Feedback and Data. What is important to know if I meet my results? What are the impact areas?

I Observe.

Be keen, observant, intentional.

I Question.

Inquire, persist, satisfy.

I Reflect.

Change views, adjust; be flexible, adapt.

I Gain Insights.

Dsicover, repeat, and pass on.

Cause Thinking

The Fishbone Tool helps in finding the possible causes of a problem by keeping your attention focused when dealing with work issues.

Share one problem that you/your team have to fix, solve, and improve. Next, identify the causes that might contribute to your issue. This helps you think more deeply about your problem.

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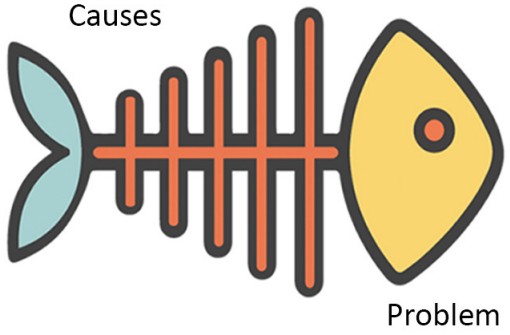
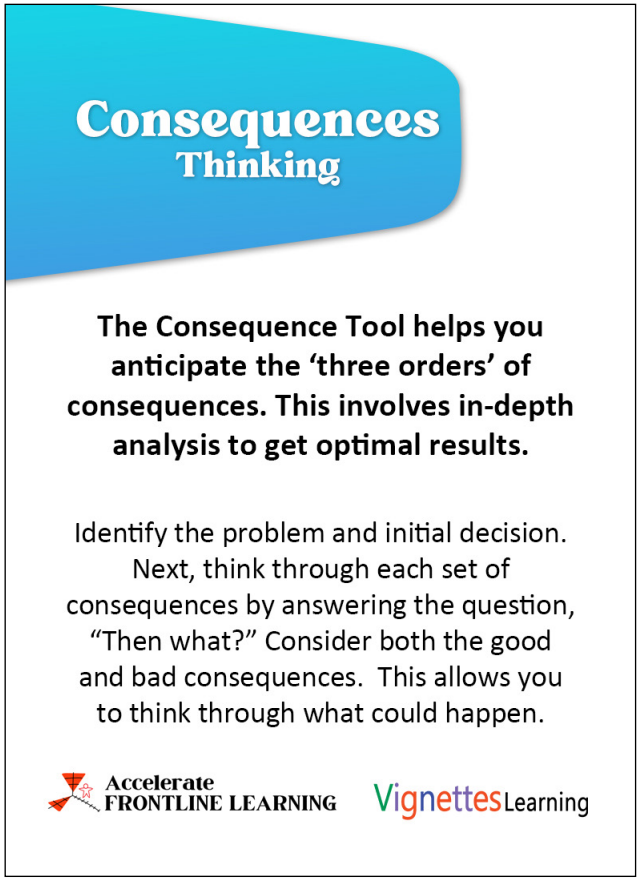
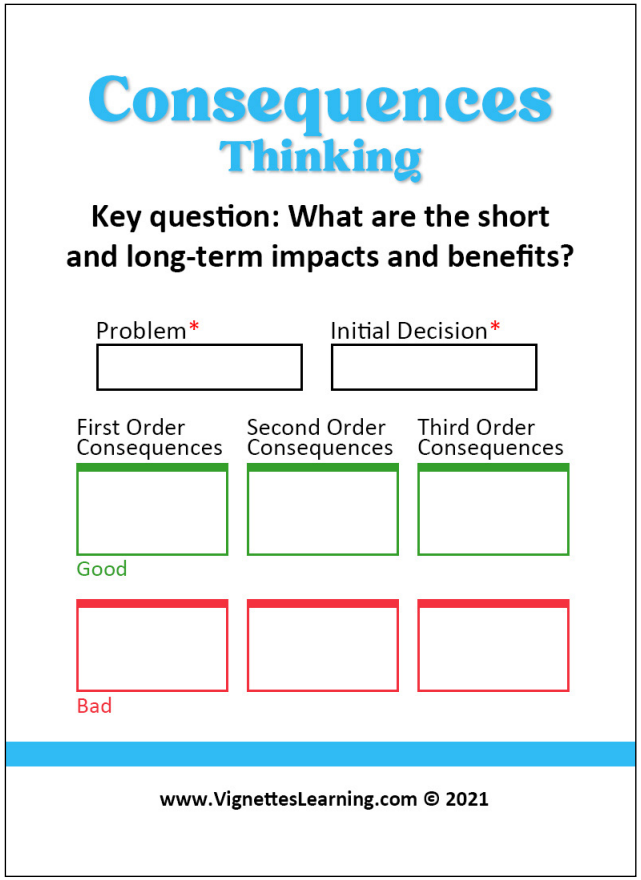
Cause Thinking

Key question: What are the causes, relationships, and impacts?







Network Thinking

Network Thinking is accounting for and nurturing your relationships with peers, contacts, leaders and experts you go to for answers when you need help.

Identify and list the few key people that you rely on for perspective, answers and solutions. Consider how this network may change based on your problem.

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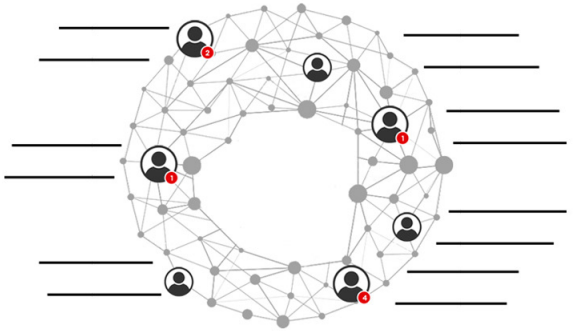
Network Thinking

Key question: Who are the peers and co-workers that you rely on for help?



Reliable Answers Thinking

Many answers come out from gut feelings and intuition. Check different views, facts, reputation, and follow-up work to ensure reliability and dependability.

Identify and list your gut feelings. Next, think about, research and identify opposing views, reliable information, reputable sources and follow up data to better inform the answer or solution.

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Reliable Answers Thinking

Key question: Is this a reliable and dependable answer or solution?

Gut-Feel and Intuition

General: *Usually an overview, casual, common, and quickly available knowledge*

Reliable and Dependable

Opposing Views: *Made of contrasting and divergent points, limitations, and strengths*

Reliability: *Comes from facts, research, history, stories, results, and impacts*

Reputation: *Think of the author, expertise (in-house, outside), and source*

Follow-ups: *For further study, review, research, and testing.*

Trial and Error Thinking

All answers need to be tested. In doing so, we make mistakes, iterate and learn. This helps identify the best possible solution or satisfying result.

Define what success looks like for your problem. Next select a method and attempt to reach your solution. If this fails, select a different method. Repeat until success.

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Trial and Error Thinking

Key question: After testing using 'trial and error', what element will you change to test again?