

BULLET BACKGROUND PAPER

ON

RIGHT TRAINING, RIGHT TIME, RIGHT WAY: A GOODFELLOW STORY (LPC 2021)

PURPOSE

To provide a quick reference guide which explains the Right Training, the Right Time, the Right Way following the 17 TRG's presentation at the 2021 Learners Professionals Consortium.

BACKGROUND

Right Training, Right Time, Right Way – A Goodfellow Story was created to express a unique approach to training innovation occurring within the 17 TRG. Training units in the 17 TRG capitalized on increased bandwidth throughout 2020, created by the stand-down of our non-pipeline courses due to COVID-19, to accelerate change. Thereafter, training efforts focused on three components: Right Training, Right Time, Right Way, to revolutionize the way courses are designed and delivered. This helped pave the way for the Group to realize the 17 TRW Commander's vision: become the Global Hub of Lifelong Learning for Intelligence, Surveillance, Reconnaissance and Fire Protection professionals.

DISCUSSION

- Training Transfer. Refers to the application of knowledge and skills acquired during a training experience to a targeted job or role (Salas et al., 2012)
 - Positive training transfer, or successful application of learned behaviors, is the ultimate goal of successful training programs in an organization (Baldwin & Ford, 1988)
 - Designing and facilitating the Right Training, at the Right Time, the Right Way is required to increase training transfer for any training event
- Right Training. Refers to knowledge and skills that must be learned to prepare an Airman for on-the-job training
 - According to research, only about 7-9% of skill acquisition in organizations effectively transfers from formal training—the rest is learned from on-the-job experiences. Therefore, preparation for operations, or application of skills to an actual job, is of utmost importance when identifying the right training (Tannenbaum, 1997)
 - Students do not have the cognitive capacity to learn “everything there is to know” about a given subject, so courses must prioritize only the learning objectives which best prepare them for their assigned role (Cowan, 2001)
- Right Time. Refers to the timing of a course in an Airman's career and the course length—both ensure that Airman can apply skills to their job soon after they learn the material
 - Training must be applied to students' experience quickly after it is received, or the learned material will be lost (Grossman & Salas, 2011)

- Training which is too long takes students out of their working context and affects their ability to quickly apply learned material. Training must be done with consideration to operations tempo and allow for flexibility and top-up on-demand
- Training that does not apply to an Airman's current job requirements will likely need to be retrained due to a student's inability to recall inapplicable and unrelatable learned material and behavior
- Right Way. Refers to training which effectively engages with students—training which is deliberately designed to give students recallable, memorable experiences
 - If students are disengaged during a lesson, they are *far* less likely to remember course lessons, knowledge, and behaviors
 - Training must be designed with students experience as the key driver for how the course should be taught—increased engagement is directly correlated with increased retention and increased course satisfaction from both students and instructors (Salas et al., 2012)
 - Training methods such as active learning exercises, gamification, graphic design, etc, are important factors which can increase training transfer (Plass et al., 2015)
 - Assessments must also be flexible and accommodate active learning techniques appropriate for the course material

CONCLUSION

AETC's vision of transforming the way we train our Airmen and the experiences they have in AETC courses requires radical and bold change. We must heed the CSAF's guidance, 'Accelerate Change,' by taking smart risks which empower instructors and developers to build courses that respect the Right Training, the Right Time, the Right Way.

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60 Seconds to “Right”

For those interested in creating meaningful training using the Right Training, Right Time, Right Way mindset, feel free to score your course(s) using our handy rubric. It will help you identify if and where you might look at making course modifications. Be honest about your course’s situation and hone in on the experience of the student as you’re answering these questions.

	0 points	10 points	20 points	30 points	Total
Right Training					
Knowledge and Skills	The knowledge and skills taught throughout the course is not appropriate for the AFSC	The knowledge and skills taught is somewhat appropriate for the AFSC, however there is a lot that could be trimmed without diminishing the value of the training	The knowledge and skills taught throughout the course is right for the AFSC; not much training can be trimmed without diminishing the value of the training	The knowledge and skills taught throughout the course is perfect for the AFSC; none can be trimmed without diminishing the value of the training	
Preparation for ops	The training students receive does not effectively prepare them to encounter operational experiences beyond the classroom	The training students receive does not effectively prepare them for operational experiences beyond the classroom	The training students receive effectively prepares them for operational experiences just after finishing the course	The training students receive will most effectively prepare them for operational experiences just after finishing the course	
Right Time					
Career timing	The training students receive is much too early/too late in their careers AND The training will likely never be applied to students’ jobs after they finish the course	The training students receive is not offered at the ideal time in their career OR The training isn’t used for at least a months after students finish their course	The training students receive is offered at the right time in their career BUT The training isn’t used for weeks after students finish their course	The training students receive is offered and taken at the right time in the student’s career AND The training is “just in time” for students and use the skills within days after course completion	
Course length	The course length is too long and most of the material seems like a firehose of information AND The course has a large impact on the operational mission	The course length is slightly too long, and students can only remember some of the material when asked to apply it to their operational mission OR The course’s length has a large impact on the operational mission	The course length is short enough that students can remember most of the learned material BUT The course’s length does have a small impact on the student’s operational mission	The course length is short enough that students remember all of the learned material AND The course takes place “in the seams” of the operational mission	
Right Way					
Method (Online vs In-Res, synchronicity, etc)	The course uses the wrong mode of teaching. It was chosen solely based	The course’s mode choice could be improved upon and re-evaluated. It was	The course uses a decently effective mode for teaching and was chosen	The course uses the most effective mode for teaching and deliberately chose	

	on the bureaucratic needs of the organization(s) involved with little or no considerations to the best choice for the learning objectives and student needs. The course's mode detracts significantly from the effectiveness of the course.	chosen mostly based on the bureaucratic needs of the organization(s) involved, with <i>some</i> considerations to the best choice for the learning objectives and student needs.	based on a combination of student needs, the best choice for the learning objectives, and the bureaucratic needs of the organization(s) involved	the mode based off of students needs and the best choice for the learning objectives. The course's mode enhances the training and doesn't detract from it.	
Engagement (Mechanisms like active learning exercises, simulation, gamification, game design, graphic design, etc)	The course uses one or no engagement mechanisms and could be considered "death by PowerPoint". Students aren't engaged during lessons, often fall asleep during class, and/or don't have favorable opinion about the course after it ends	The course uses few engagement mechanisms and is very PowerPoint heavy. Students tend not to be very engaged throughout the course. The course reviews are mixed about the course being a fun, positive experience	The course uses a combination of a few engagement mechanisms and overall the course is somewhat memorable. Students are active and engaged during most portions of the course, and most consider it to be a fun experience	The course uses a combination of well-researched and well-designed engagement mechanisms which facilitate memorable experiences for students. On average, students are active and engaged throughout the entirety of the course, and when polled after the course, most score it positively	
Total Score					/180

150+: You probably have a course that facilitates positive training transfer and engages with students in a way they'll remember.

110-150: Your course is probably better than average at facilitating positive training transfer. Bolstering the "right way" section and increasing engagement might be the easiest way to make this a 150 point class!

70-110: Your course might need a bit of a restructure! That's okay! There are plenty of ways to improve the course. Go down the list—right training, right time, right way—and have brainstorming sessions for each with your instructors, training managers, and other interested parties. What in each category can you do to make lasting and effective improvements to your course?

0-70: Your course definitely needs a revamp, but there's nowhere to go but up from here! Reach out to Captain Garvison (joshua.garvison.1@us.af.mil) and Lt Straub (josiah.straub@us.af.mil), the POCs for this briefing, and we'd love to chat with you about your course. We're no experts, but we can give you starting points for how to work with your team to increase the effectiveness of your course. We look forward to talking with you!