

# Learning Programme Planner



## The Gap

### Destination

*What specific aspects of learners' KASH will the programme develop?*

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### Starting Points

*How will the starting points of learners be established?*

## The Me Stage

*How will shared clarity be created with learners?*

**Why?**

**What?**

**How?**

## The We Stage

*How will learners demonstrate that they are ready to apply the new learning?*

## The You Stage

*How will learners be supported to effectively embed the new aspects of KASH in their role?*

# Learning Programme Planner Help Guide



## The Gap

### Destination

*What specific aspects of learners' KASH will the programme develop?*

What, specifically, are the new Knowledge, Attitudes, Skills and Habits you are seeking to develop in those taking part in your programme?

Where the learning destination is fuzzy and ill-defined, there is a much greater likelihood of cognitive overload, as it is more likely that learners will become confused and frustrated. Furthermore, in our experience, lack of clarity in programme design often leads to the insertion of far too much content.

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### Starting Points

*How will the starting points of learners be established?*

What are the starting points of learners on the programme? How can you establish these in advance of the programme, or at the start, to ensure you pitch the programme at the correct level?

If starting points are underestimated, then there is the danger that learners leave having learnt nothing new.

Alternatively, if the starting points of learners are overestimated, then learners may be overwhelmed with new information.

Getting feedback from learners is also likely to give them confidence that the programme will meet their needs.

## The Me Stage

*How will shared clarity be created with learners?*

Shared clarity happens when leader and learners have a common understanding of the answers to three fundamental questions: why, what and how? These three questions can be applied to the programme as a whole as well as to each individual session within it.

### Why?

'Why' is the first and most powerful of the three questions.

- Why do I need this?
- Why should I commit time to or prioritise this?
- Why do I need to improve my performance?

The answers to these questions provide learners with the hook to engage with the programme. A powerful justification of the 'why' can have a profoundly positive impact on those who may be 'closed to learning'.

### What?

'What' provides learners with clarity about the process and what the end result will look like. It also helps learners on how to move their learning forward, such as overcoming possible challenges that may arise. These questions include:

- What is the difference between what I currently do and this new approach?
- What is the reasoning or research behind this change?
- What are the potential problems I need to be aware of?

### How?

Learners may feel frustrated if the 'how' question is left unanswered. Unless they have tools, strategies and step-by-step support to get from their individual starting points to their desired destination, they are more likely to get stuck.

- How will they be able to apply what they are learning and get feedback?
- What are the tools or strategies that they will be able to use, and how do they use them?
- How will they get started?

## The We Stage

*How will learners demonstrate that they are ready to apply the new learning?*

The we stage is crucial for two main reasons:

1. It enables the leader to get feedback about whether delegates have clearly understood the new learning presented during the *me* stage. Without shared clarity, learners will find it hard to grasp the full implications of the why, what and how outlined before.
2. To create opportunities for learners to engage in thinking deeply about what they are learning. For learning to be sustainable, the skills and practices need to be transferred to the delegates' long-term memory. Deep thought and reflection are a crucial part of this process, so it is important to consider two fundamental questions:
  - A. What do I want learners to remember from this programme?
  - B. How will I make sure there is maximum time to engage in thinking hard about the answer(s) to question A?

## The You Stage

*How will learners be supported to effectively embed the new aspects of KASH in their role?*

You can provide effective opportunities for learners to practise by ensuring they have:

- A *micro focus* for improvement to focus their own thinking and practice
- Gain 'plus one' feedback that gives them clarity about their progress in developing the new KASH
- Are set 'plus one' challenges that push them to develop their performance from their own starting point
- Multiple opportunities to practise and gain feedback on performance
- An environment where they and their coach are open-to-learning and motivated about the learning journey associated with incremental ongoing improvement