

### **Trouble Shooting Logic** ***Implementation Strategy***

Most often different people within an organization require different types of learning. That is, some people require the ability to lead an analysis whereas others only need to be able to contribute to the analysis. In addition, people at different levels of the organization often require different specific skill sets.

**A common training mistake is to teach everyone the same thing.** This invariably results in training some people in a skill or skill set that they are not really expected to use, while others do not get the skills they require to be successful.

We recognize that different employees have different learning requirements. Implementation options for Trouble Shooting Logic involve the following “levels of learning”:

1. **Terms Awareness** – typically this is a one-hour segment in “join-up” training.
2. The ability to **Answer Questions** – this is often a one to two hour segment of the “tech one” training.
3. The ability to **Participate in an Analysis** – this is usually a two- to four-hour segment and corresponds to a person learning additional job skills.
4. The ability to **Lead an Informal Analysis** – depending on the complexity of the job, this is one to three days of training and is often part of “tech four or five” training.
5. The ability to **Lead a Formal Analysis** – depending on the complexity of the job, this is two to five days of training and is often part to “team leader” training.
6. The ability to **Lead an Inter-Disciplinary Analysis** – the time for this training has many variables and is associated with what is called “master facilitator” training.

In a typical organization, everyone might receive the level 1, 2 and 3 training at the appropriate time in their job progression. For levels 4 through 6, the training is most often aligned to job progression; in most organizations, only a hand full of people receives level 6 training.

By targeting specific populations with specific learning, an organization maximizes the learning while minimizing training cost. Each participant receives the skills that he or she needs when he or she needs them. Both during the workshop and immediately thereafter, the participant is expected to use the new skill. In addition, the learning is better received by the participants; this targeted learning approach virtually eliminates the “why did I have to attend this workshop?” syndrome.