

Figure 1

PLAN

1. The Situation

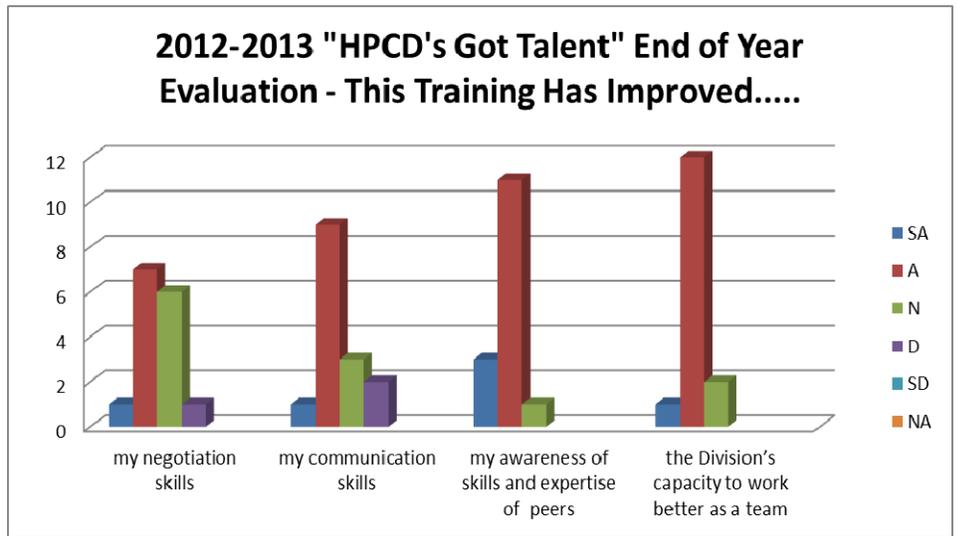
The Division of Health Promotion and Chronic Disease (HPCD) began a three year training plan for staff in 2011. The training needs were identified from the results of a retreat evaluation, internal interviews and self-assessments. In a changing environment demanding increasing workloads and fewer resources in the areas of community involvement, health systems and policy development strategies, staff needed to be well versed in these areas as well as have the confidence and ability to share expertise with the general public, health care professionals and decision makers. In most cases, skills and knowledge were fragmented across the division and few staff recognized the skills or expertise of their peers. Many staff never developed or delivered a presentation and all were uncomfortable with evaluation. These fragmented skills impacted the ability of the Division to deliver optimal services.

2. The Strategies

Using theory's from the *Ten Core Principles for Designing Effective Learning Environments: Insights from Brain Research and Pedagogical Theory* by Judith V. Boettcher and the *Introduction to Inquiry Based Learning* by Neil Stephenson, the game style format used in the previous year was continued into year two training. Providing an opportunity for persons to share their expertise (talents) also incorporated techniques based on *PEER Learning* by Associate Professor Alice Christudason.

3. The Objective

The end results expected were enhanced skills in communication, presentation development and delivery, basic evaluation concepts, team building, providing feedback and cross cutting knowledge of Division programs and peer expertise.



DO

4. The Activities

Utilizing the "America's Got Talent" television show format as the framework, staff presented on various topics to the Division. The yearlong training was divided into quarters and each quarterly session included four presentations developed by the staff, including the pre and posttest evaluations. Each presentation (talent) was assigned three judges whose role was to evaluate the presentations based on presentation criteria using a score sheet. The presentations were mixed with interactive games to increase communication and team building skills. These activities were facilitated by the leadership team consisting of the Director and Associate Director, the Special Projects Coordinator and the Chronic Disease Epidemiologist Unit Manager. At the end of the day, the presenter and the three judges were reunited in small groups to analyze the pre/post test results and the judges provided feedback on the presentation with the guidance of the leadership team.

STUDY

5. The Results

Each session concluded with an evaluation that addressed individual presentations, activity breaks, knowledge, safety and capacity to work better as a Division. Not all staff found the format favorable but the majority indicated the trainings were indeed meeting the objectives defined in the training plan. Figure 1 is an excerpt from the final evaluation asking staff to answer the questions based on the yearlong training. This represents 15 staff present at the last session and excludes the leadership persons involved in training development. Overall, the final evaluation indicated the majority of staff agreed or strongly agreed on all the statements. A few were neutral and a small portion disagreed with the statements. The comments provided were all positive and encouraging.

ACT

6. The Plan

The Division will continue the game style format focusing on partner engagement, skill building and facilitation of next steps.