# Enforcement Division Knowledge Transfer Plan

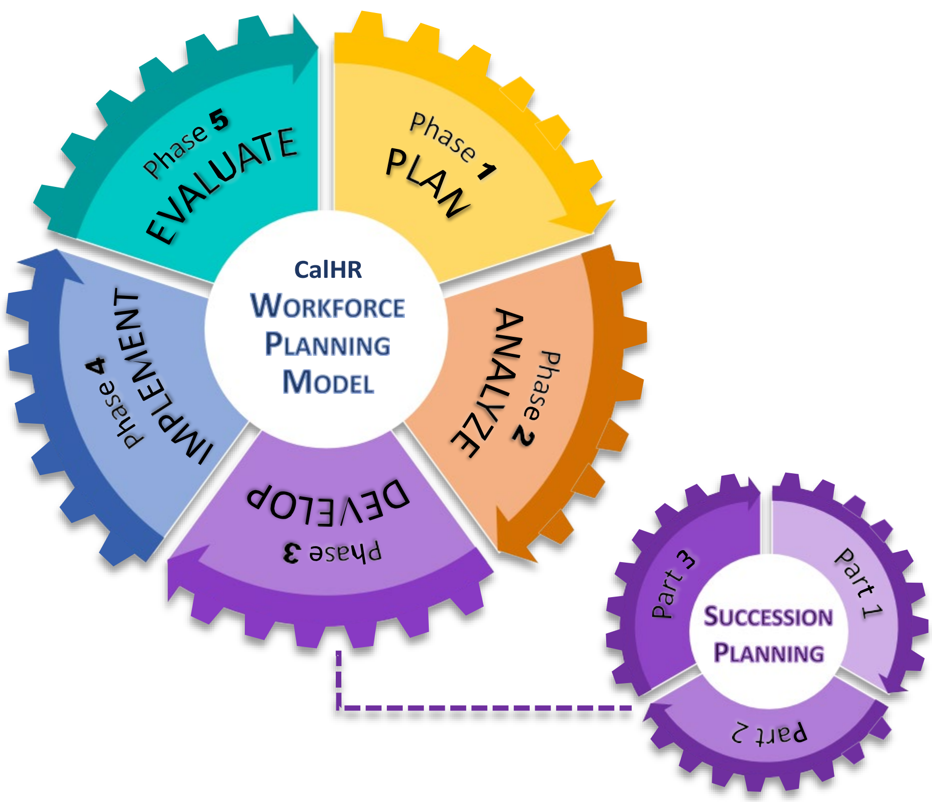
# 2022



BOARD OF VOCATIONAL NURSING AND PSYCHIATRIC TECHNICIANS

The key to knowledge transfer is workforce planning, which strives to have the right people in the right job at the right time. The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) established strategic goals related to workforce development. This document demonstrates furtherance of those goals and assists in the creation of the next strategic plan.

The California Department of Human Resources' (CalHR) Five-Phase Workforce Planning Model displayed below describes a cyclical process which includes steps for assessing and analyzing workforce gaps, developing priorities and implementing solutions.

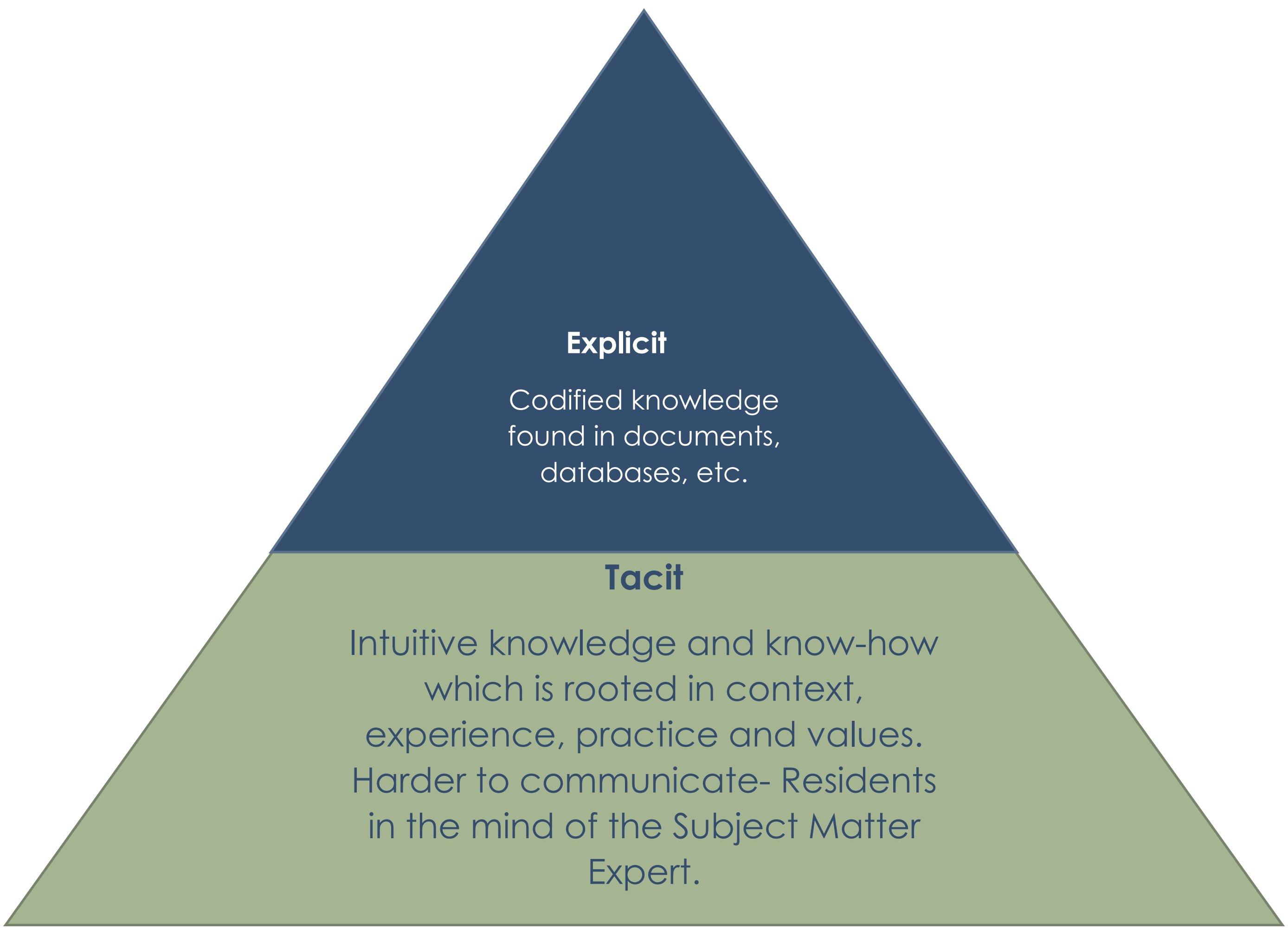


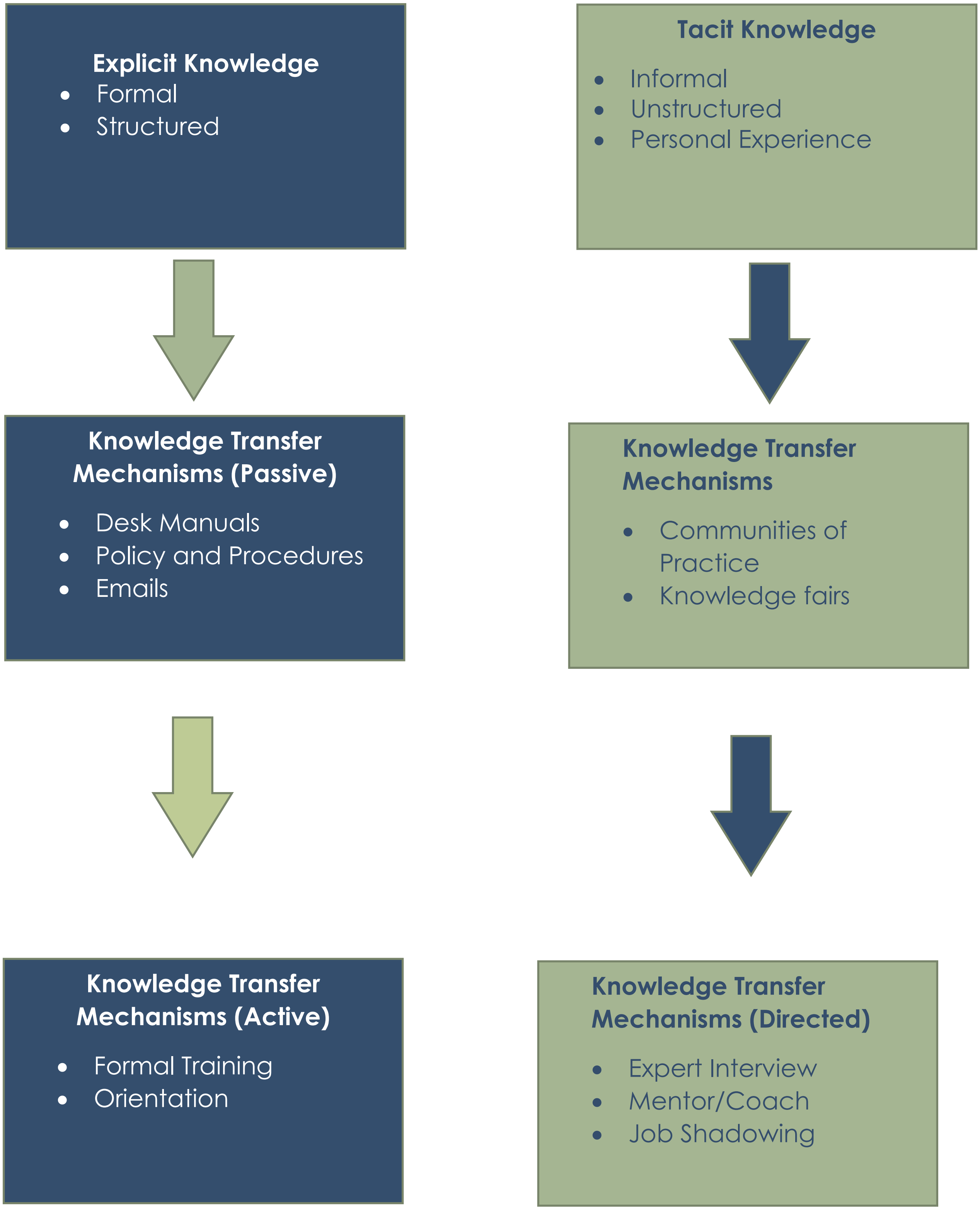
**Types of Knowledge**

First, it is important to note the differences between the two types of knowledge. Knowledge can be *explicit*, which lends itself to transfer strategies such as formal desk manuals, procedures, and other codified processes.

Knowledge can also be *tacit*, which lends itself to transfer strategies such as mentoring, coaching, communities of practice and the like. Explicit knowledgeis more easily quantified and qualified and can thus be more readily captured.

Tacit knowledge,however, involves soft skills, personal characteristics, development of cooperative partnerships, and subjective situational judgments. As this type of knowledge is more intuitive in nature and derived from experience, it is less readily distilled and captured into orderly process structures. Since these characteristics are essential for leaders, we strongly suggest devoting more attentionto the transferring of tacit knowledge




Explicit Knowledge
Formal
Structured
Tacit Knowledge
Informal
Unstructured
Personal Experience
Knowledge Transfer Mechanisms (Passive)
Desk Manuals
Policy and Procedures
Emails
Knowledge Transfer Mechanisms
Communities of Practice
Knowledge fairs
Knowledge Transfer Mechanisms (Active)
Formal Training
Orientation
Knowledge Transfer Mechanisms (Directed)
Expert Interview
Mentor/Coach
Job Shadowing

**Types of Knowledge Transfer Used by BVNPT Enforcement Managers**
Below is a list of current Division wide strategies used for training. Unit managers may use these techniques in addition to others.

*Advisories*
The Enforcement Division is dedicated to ensuring that staff are trained for both their position, and also cross trained in other areas to reduce key person dependency issues. The Division is committed to ensuring that there is a documented understanding of policy clarifications, so that staff do not need to solely rely on another person's knowledge in order to determine why we do the things we do.

As a part of that commitment, the Division routinely emails Advisories, which clarify a specific regulation, concept, policy or procedure. These advisories are emailed to all enforcement staff and saved in the electronic drive to ensure that they are available to incoming staff.

*Job Aides*
These are specific one to two-page documents that outline information about a specific topic. These job aides are typically created outside of the Division and relied upon by the Division for guidance. Below is the current list of job aides available to all Division staff:
- Brief description of the Business and Profession Code and the Regulations
- BVNPT Enforcement Division Case Flow
- Complaint Prioritization and Referral Guidelines
- Business and Professions Code 480- Applications
- Substantial Relationship Criteria
- Enforcement Case Squibs

*Scenario Training*
Scenario training allows the analysts to examine examples and come to a conclusion of how it should be handled. Analysts must explain how they arrived at the answer, and the managers explain why or why not that was the correct answer.

There is an in-depth discussion of regulatory concepts and the underlying legislation. Analysts are challenged to cite how they came to their conclusion and find the appropriate regulation/legislation.

*Training Opportunities 2021*
Group training is imperative to the growth and professional development of staff. As much of the enforcement decision making process is taught using tacit knowledge, it is important to allow staff to discuss concepts in groups, so they can see varying opinions and thought processes.

There are routine and regular training opportunities for staff to attend and discuss key concepts within Enforcement Division. These include, but are not limited to:

- Reading and understanding Division statistics
- Understanding the Legislative process and Rulemaking
- Precedential Decisions
- BVNPT Strategic Plan
- Public Records Act

*Training BVNPT Partners*
The Enforcement Division has multiple stakeholders and partners, including the Attorney General's Office and our Expert Witnesses. Recently, the Division held a training for our Expert Witnesses, in which our Board Attorney discussed the expectations for our expert witness reports.

The Probation Unit hosted a training with our contractor, Phamatech, who is responsible for the laboratory testing of prohibited substances in our probationers.

Both trainings were recorded for employees who were not able to attend the training. There are plans to implement future trainings which will also be recorded.

**Unit Managers**
In order to determine succession planning techniques for the Enforcement Division, the unit managers were asked what techniques they currently use.

They indicated that they rely heavily on the use of formal training and desk manuals for knowledge transfer and the sharing of information via discussions. This is due in part to the COVID-19 pandemic, experienced and well-rounded staff, and the ease of using a formal training program. Below is a breakdown of each manager's practice and vision for their units.

***Intake and Enhanced Screening Unit (IESU)***
This unit trains using both explicit and tacit knowledge. In the start of the training process, the new employee must review the IESU investigations procedure manual and all formal policy and procedures. Learning begins by reviewing policy and procedures and on the job training on the Board's investigative methods.

As the employee gains a better understanding of the unit's enforcement processes and procedures, they gain hands on experience by working actual cases with a seasoned employee. The new employee job-shadows to learn various investigation styles and techniques. It is critical during the learning phase that the managers and staff provide proper support and guidance to achieve consistency in the Boards Enforcement Division final work product.

| Examples of Explicit Training | Examples of Tacit Training |
|---|---|
| Reading policy and procedure manuals | Enforcement training |
| Reading and using forms and templates | Job shadowing, case reviews, 1 on 1's |
| Reviewing past cases | Unit meetings, Daily Triage meetings |

***Licensee and Applicant Case Review Unit (LACRU)***
This unit trains using both explicit and tacit knowledge. At the start of the training process, the new analyst must read all policy and procedure documents.
The LACRU team also participates in scenario training which addresses applying the Business and Profession Codes to examples of the Subsequent Arrest Records (SARs) the Board receives. Additionally, the LACRU team member participates in several cross-training opportunities within the Board including running different types of QBIRT reports, working applications and participating in daily Enhanced triage.

The LACRU manager also conducts weekly one-on-one meetings with the team to address staff members' professional goals. Also, in our monthly team meetings, the LACRU manager brings an exercise to work through and address the Statewide CalHR Core Competencies.

| Examples of Explicit Training | Examples of Tacit Training |
|---|---|
| Reading policy and procedure manuals | Enforcement training |
| Reading and using forms and templates | Job shadowing, case reviews, 1on 1's |
| Reviewing past cases | Unit meetings |

***Special Investigations (SI)***
This unit trains using both explicit and tacit knowledge. In the start of the training process, the new investigator must read all policy and procedure documents at the beginning of the training process. These policies and procedures are continually reviewed with the employee during meetings and discussions relevant to the SI's workload responsibilities.

As the investigator gains a better understanding of the process, they read cases that the unit previously worked. Discussions about current investigators experiences are shared with the new employee, and team detailing what they encountered, what to do, what not to do, and to identify points of contact. New investigators shadow experienced Investigators, to allow them to experience investigating while still appropriately supervised and supported.

| Examples of Explicit Training | Examples of Tacit Training |
|---|---|
| Reading policy and procedure manuals | Discussion of past cases |
| Reading and using forms and templates | Job shadowing |
| Reviewing past cases | Sharing of experiences |

***Discipline Unit***

This unit trains using both explicit and tacit knowledge. In the start of the training process, the new employee must read all policies and procedure documents. As the employee begins to work with the Attorney General's Office, they use more tacit knowledge transfer, as they share experiences, offer tips about the nuances of working with the attorney, troubleshooting a case, or negotiating a settlement. New employees also job-shadow more experienced employees.

| Examples of Explicit Training | Examples of Tacit Training |
|---|---|
| Reading policy and procedure manuals | Discussion of past cases |
| Reading and using forms and templates | Discussion on how to negotiate a settlement or work with the Attorney General's office |
| Reviewing past cases | Sharing of experiences and job shadowing. |

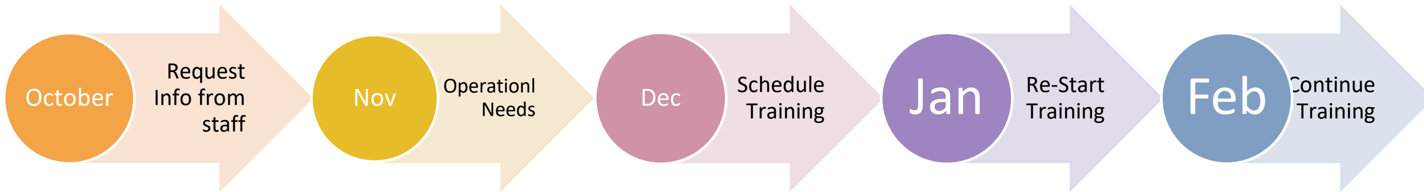
***Probation Unit***

This unit trains using both explicit and tacit knowledge. In the start of the training process, the new employee must read all DCA policy and procedure documents including the Board's units' power point slides, Nursing Act, and Psychiatric Technician Law, and the Disciplinary Guidelines. The Board documents are reviewed and discussed with the new employee by seasoned probation staff including the probation manager.

This training occurs until the new employee understands the processes and use of forms and letter templates. During the training, there are discussions of unique cases including shared experiences by probation staff and management. The new employee shadows seasoned probation staff during probationer interviews and has hands-on training which allows them to experience probation monitoring while being trained, supported and supervised.

| Examples of Explicit Training | Examples of Tacit Training |
|---|---|
| Reading DCA policy and procedure documents | Discussion with management and/or personnel |
| Reading the Board's documents, i.e., VN Act, Disciplinary Guidelines, etc. | Discussion with management and staff |
| Reading and using forms and letter templates | Discussion and shadowing seasoned unit staff |
| Reviewing past and current cases | Discussion and sharing of experiences with seasoned unit staff and management |

## BVNPT Enforcement Division Yearly Cross Training Timelines




| Action | Due by | Comments |
|---|---|---|
| Determine which staff are interested in which subject areas. | October | Sent out email to managers, will save responses in drive |
| Prioritize by operational needs | Nov | Ensure there is no key person dependencies |
| Schedule training | Dec | Due to holidays, do not start training until 1st of year. This will enable us to get more staff to attend the training sessions |
| Re-start weekly training session with Enforcement Chief | Jan | Start 2nd week of January to ensure we get the most staff participation |
| Schedule subpoena training with SOLID | Jan | If SOLID cannot facilitate, ask Board counsel for presentation |
| Continue training | Feb | Review and access training that the employees have taken and make recommendations for more if needed. |

## Knowledge Transfer Opportunities

While each unit in the Division has specific plans training new staff, the Division created a list of ways that knowledge can be transferred for staff and managers. Please note that this is not an exhaustive list:

**Boot Camp Style Learning**

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| **What** | **Specific Topic:** A subject matter expert (SME) conducts a training session or sessions on a specific topic. Only one topic is covered and in a relatively short session (no longer than 4 hours).The topic may be an application or a unique aspect of it (e.g., a new approach to records management, a review or reconsideration of constructive intervention, a hands-on training to useor maintain a specific piece of equipment, etc.). The focus is on one topic only; and if something else arises during the session, it will be set aside for the SME to conduct future training sessions.<br><br>**Multiple Topics**: For offices with multiple areas of operations, the Boot Camp can consist of training modules designed for knowledge that is applicable to: (1) all operational areas; and/or (2)specific or limited operational areas. User guides and mentor programs may be incorporated intothese modules. New and existing staff shall go through sequences of training sessions depending on their assignments. |
| **Why** | Allows questions to be addressed for the benefit of all instead of the SME receiving similar individual questions over a period of time. |
| **When** | Refresher training is needed in a complex or evolving subject area. |
| **How** | Determine what topic or topics need to be addressed. Identify SME(s) and develop presentation materials and/or modules for training session(s). |
| **Do's & Don'ts** | • Stay on point; guard against tangents.<br>• Session should not exceed a half day (4 hours). |
| **Generic Example** | **Blend of singular/multiple topics:** The Department of General Services (DGS) Building andProperty Management Branch uses this strategy to combine knowledge transfer and staff development efforts for a number of classifications and functions. |
| **BVNPT Example** | The Discipline unit offers a supervisor refresher course on the discipline process, from complaint intake to the completed Board vote and adoptions of the decision and order. The class is well-paced and hits key refresher points, while providing helpful reference documents and contact listings. |

## Best Practices Meetings/Studies

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| **What** | Best practices meetings/studies look for different processes or systems to perform work that have had measurable success and effectiveness and are likely transferable. Best practices arefound in a variety of ways; through meetings of similar functional groups, polling employees, orsurveying for best practices. Can include in house workshops or education groups. |
| **Why** | • Identifies practices that have worked in other organizations and may be transferable.<br>• Shares current practices and processes.<br>• Can spark innovation.<br>• To streamline a process or identify efficiencies.<br>• Can broaden networks and increase performer expertise. |
| **When** | • New process, task, or competency needs to be developed.<br>• An existing process, task or competency needs modification.<br>• New process or success needs to be marketed internally or to other areas.<br>• Success depends on staying up to date; focus is on gathering information. |
| **How** | Determine what knowledge needs to be shared. Identify sources of information to be accessed. Establish the meeting or study parameters, develop, and implement project plan. |
| **Do's & Don'ts** | • Clarify the best practices to be researched and evaluated.<br>• Define scope and role of project and performers.<br>• Avoid vague or ambiguous goals and research topics. |
| **Generic Examples** | Sample topics: Workforce Planning, Public Administration Practices, Office Safety, GovernmentAccounting. |
| **BVNPT Examples** | **Enforcement Committee**: This group shares the diversity training within the Enforcement Division and the Board members assigned to the committee. The goal is to educate Board members, give updates to the Board and share ideas while the Board members give their unique perspectives. |

**Communities of Practice**

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| **What** | A group of individuals sharing a common working practice over a period of time, though not part of a formally constituted work team. |
| **Why** | • Provides a sanctioned mechanism for sharing knowledge.<br>• Leads to improved network of contacts.<br>• Provides peer recognition and continuous learning.<br>• Provides a mechanism for sharing tacit knowledge. |
| **When** | • Sharing tacit information is important to achieving better results.<br>• Knowledge is continuously gained, and its sharing is beneficial to meeting organizational goals<br>• Large cohorts are retiring or wave of new employees coming onboard. |
| **How** | Determine the purpose of the group (e.g., solving everyday work problems, developing, anddisseminating best practices). Clarify roles and responsibilities and provide resources and support. |
| **Do's & Don'ts** | • Membership should be voluntary.<br>• Recruit those who are seen as experts and trusted as information sources.<br>• Management should not dictate action.<br>• Focus is on gathering information rather than making decisions or taking action. |
| **Generic Examples** | Finance officer meetings, cross departmental IT meetings, Administrative managers network,MS Excel and Access user group |
| **BVNPT Examples** | **Leadership Development** – The Enforcement Chief hosts a discussion using the Gallup Strength Finders by Don Clifton to explore how the Division can use their strengths to better lead their units, and professionally develop their staff. |
| **Helpful Links / Resources** | Communities of Practice: A Brief Introduction |

**Critical Incident Review/Lessons Learned**

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| **What** | By documenting, discussing, and/or deconstructing critical incidents and perspectives of theorganization's most experienced performers, an organization can not only implement improvements, but also capture lessons for knowledge transfer. |
| **Why** | • Documents veteran performers' expertise and approach to problem solving.<br>• As critical incidents are captured, creates a more comprehensive set of lessons;continuously evolving.<br>• Allows for open discussions about what worked, what could be improved (document ifappropriate).<br>• Focuses on finding root cause or causes which are often process issues that result inperformance issues. |
| **When** | • Sharing individual knowledge and skill is critical.<br>• Situations are not encountered routinely; documentation of previous solutions andlessons learned is vital to knowledge transfer. |
| **How** | Determine what constitutes a critical incident. Identify who should be involved in the review. Identify and capture the things that went well and could be improved so that team members are aware of, and can use, the broader team's learning in their future projects. |
| **Do's & Don'ts** | • Clearly document the details of the incident and how it was resolved.<br>• Pay special attention to identifying whether the incident requires a process fix or a developmental fix.<br>• Avoid brief, sketchy documentation that would make it difficult for a future performer to understand what happened.<br>• Be sure you can find and review the documentation when you need it. |
| **Generic Examples** | Incidents might include citizen complaints; exposure to hazardous work conditions; unsuccessfulproject; complex program implementation. |
| **BVNPT Examples** | Working in the pandemic, responding to high profile complaints or licensee arrests. |
| **Helpful Links / Resources** | Montana Continuing Nursing Education Critical Incidents in Health Care |

**Expert Storytelling/ Expert Interviews**

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| **What** | Expert storytelling/interviews are sessions where one or more people (who are considered experts in a particular subject, program, process, policy, etc.) meet with others to share their knowledge. The format of the sessions can range from an informal one-on-one meeting to a larger group session with a panel of experts. Sessions can be audio or videotaped or even transcribed if the subject is highly technical. The experts can come from within an organization or from an outside source. |
| **Why** | • It is a way of making tacit knowledge more explicit; expert can describe what was done and *why* it was done – providing context and explaining the judgment behind the action.<br>• To allow the audience to connect the documented policies and procedures into real lifesituations. |
| **When** | • Ideally before an expert leaves the organization to ensure their knowledge transfers.<br>• After significant employee turnover. |
| **How** | Identify the people (both experts and learners) and knowledge you want to impart. Inform experts of the reasons for interview, what the focus will be, and who will be involved. If audience requires preparation for session, the expert can determine what background information or resource materials would be helpful. Additionally, it is important to seek audience input beforehand for areas of preferred focus. These, along with any specific questions, can be provided to the expert(s) in advance so he/she can be fully prepared. |
| **Do's & Don'ts** | • When a larger audience and/or panel of experts are involved, a facilitator should be utilized to keep the session focused and on time.<br>• If audio or videotaping, equipment should be tested in advance to ensure both experts and learners can be heard on tape. |
| **Generic Example** | The personnel liaison consults with subject matter experts (SMEs) on personnel related projects (i.e., job analyses, recruitment opportunities, etc.) to obtain their expertise and opinions on the variety of classifications within BVNPT. |
| **BVNPT Examples** | Enforcement Division Manager panel that discusses their most difficult cases and allows the employees to relate some of their experiences as well. The panel may also include Enforcement Committee Board members or the Board Attorney |
| **Helpful Links / Resources** | WikiHow: How to Interview Experts<br><br>Presentation: Using Mentoring & Storytelling to Transfer Knowledge in the Workplace |

**Knowledge Fair**

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| **What** | An event that showcases information about an organization or a topic. Knowledge fairs maybe one-time events hosted by a specific user group. |
| **Why** | • To share knowledge with a targeted audience or group.<br>• Far-reaching; can be used with the public, other state agencies, or within a department,division, or program.<br>• To increase awareness of and knowledge about a program, topic area, or agency. |
| **When** | Information can be shared easily via displays, brochures, etc. |
| **How** | Determine what knowledge needs to be shared and with whom it will be shared. Schedule fair, prepare documents and displays, market event, and clearly communicate purpose of the event. |
| **Do's & Don'ts** | • Clarify and communicate the goal or purpose of the fair.<br>• Avoid confusing a knowledge fair with a recruitment fair. |
| **Generic Examples** | • State Call Center Fair, featuring all of the state's call centers.<br>• Public Protection Fair, featuring information from Public Safety, Corrections, Military and Veterans Affairs, Health and Social Services, etc. |
| **BVNPT Examples** | BVNPT hosts a training session during a Board meeting. |
| **Helpful Links / Resources** | Knowledge Sharing Toolkit: Knowledge Fairs |

## Cross Training (Position Back-Up)

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| **What** | The training of one employee to do another's work. |
| **Why** | Such training creates a backup system in the event where an employee becomes unavailable or the position becomes vacant. Additionally, employees benefit from this as their skill sets are enhanced. |
| **When** | The backup assumes the cross-trained role, thus ensuring operations continue and program delays are minimized. |
| **How** | *Example:* Employee (A) is responsible for payroll while Employee (B) is responsible for accounts receivable/payable. To cross train these employees, have them take turns being the trainer. They can teach each other their procedures, approaches, and methodologies to complete those responsibilities. Another option is to have a supervisor conduct the training. |
| **Do's & Don'ts** | Identify which tasks are a priority and will be assumed by the position backup when one employee will be out of the office for an extended period of time, or the position is vacant, to prevent burnout of backup. |
| **BVNPT Examples** | All IESU analysts know how to do one another's job when someone is out of the office. Each analyst has a backup and typically they are not out of office at the same time. They have access to each other's files, data, and contacts and when they are planning to be out of the office, current work assignments are left with their supervisor and backup is informed of what is outstanding. |
| **Helpful Links /Resources** | Cross-Training & Staff Motivation Article (Hotel Industry) |

**Job Shadowing**

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| **What** | A less experienced performer is paired up with a veteran performer to transfer knowledge. The veteran is asked to share knowledge and provide hands-on practice in dealing with everyday problems in addition to the most difficult situations he/she has faced on the job. |
| **Why** | • Provides "real life" exposure to the job.<br>• Expands the individual's knowledge of the organization.<br>• Could be offered to several individuals; expanding the organization's overall knowledge.<br>• Assists individual in making informed career decisions.<br>• Can be helpful in succession and workforce planning efforts. |
| **When** | • To allow opportunity for individual(s) to learn about a particular occupation.<br>• Exposure to the job itself can enhance knowledge transfer, particularly with effective coaching. |
| **How** | Determine what knowledge needs to be shared. Identify veteran performer who possesses competency in coaching and knowledge transfer. Identify individual(s) who will shadow veteran performer. Establish timeline and knowledge transfer goals. |
| **Do's & Don'ts** | • Job Shadowing should not be used as a comprehensive on-the-job training program.<br>• Clarify roles and expectations up front.<br>• Select veteran performers who have both competency in coaching and hands-on experience.<br>• Avoid pairing less-experienced performers with slightly more experienced performers.<br>• Use debriefing sessions for coaching opportunities.<br>• Discuss educational requirements; the career ladder for the job and related positions. |
| **Generic Example** | Attending strategic planning meetings with veteran performer; observing veteran performer for a day on the job. |
| **BVNPT Examples** | The Enforcement Division Chief brings their managers to meetings to expose them to Departmental policy, processes, and potential impacts, such as asset management, budgetary processes changes, training, and development, etc. |
| **Helpful Links /Resources** | Learning & Development Office: Job Shadowing PDF |

**Mentoring Programs**

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| **What** | Mentors provide coaching to mentees to assist in achieving professional goals, expand organizational knowledge, and create well-rounded employees that are more likely to staywithin an organization. |
| **Why** | • Transfer valuable knowledge, skills, and resources for specific situations anddevelopmental needs.<br>• Effective method for transferring organizational culture and norms.<br>• Establishes reliable experienced contact outside supervisory chain.<br>• Develops higher level of proficiency.<br>• Guides employees in achieving career goals.<br>• Improves productivity and job satisfaction.<br>• Enhances leadership competencies of CA state government employees.<br>• Aids in retaining high potential employees. |
| **When** | • An employee expresses interest on how to excel in their career and attain the next levelof excellence.<br>• An employee will benefit from a relationship with someone (other than a performance evaluator) who will listen, question, encourage, assess, and help them develop greaterprofessional skills in order to achieve personal and career goals.<br>• To create a culture of learning, sharing, and networking in California state government. |
| **How** | Mentee participates in DCA mentor program or is mentored by their manager or lead staff within the BVNPT |
| **Do's & Don'ts** | • Participation in mentor program should be voluntary, for both the mentor and thementee.<br>• Specific competency goals, objectives, and developmental needs should be identifiedand agreed upon at the beginning.<br>• Mentee's supervisor should not be involved in the mentoring program, beyond giving approval for mentoring relationship(s) at the outset and noting the participation in thementee's IDP.<br>• Mentor and mentee should respect confidentiality of their mentoring sessions.<br>• Mentee should recognize and respect the gift of the Mentor's time.<br>• If at any time either party would like to end the relationship, they should be able to do sowithout concern.<br>• Be cognizant of potential for conflicting information between mentor and supervisor;when it involves task-related items, supervisor instruction takes precedence. |

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| **BVNPT Examples** | • An employee expresses interest of promoting while developing a five-year plan with their supervisor during an IDP meeting.<br>• An employee becomes complacent in their job and needs a better understanding of career options that may be available to them.<br>• An employee who wants to know how their job contributes to organizational goals. |
| **Helpful Links /Resources** | Mentoring Main Page |

**Structured on the Job Training (OJT)**

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| **What** | Instruction takes place on the actual job site, usually involving learning skills or procedures ina hands-on manner following a defined structured learning process. |
| **Why** | • Provides less experienced performer, or trainee, with real-job experience.<br>• Allows work of agency to be accomplished during training. |
| **When** | • Tasks have developed procedures and aids for teaching.<br>• Real-life experience needs to be developed. |
| **How** | Determine what knowledge needs to be shared. Develop step-by-step instructions. Identifytrainer. Establish learning objectives and timeline for completion. |
| **Do's & Don'ts** | • Use good performers who can also teach and coach.<br>• Provide training and resources for those coaching.<br>• Analyze the job, break into tasks, and develop procedures and aids for teaching.<br>• Encourage the trainee to ask questions.<br>• Follow this model: *Describe* \| *Describe & Demonstrate* \| *Trainee Performs* \| *TraineeDescribes & Performs* \| *Trainee Practices.*<br>• Tell trainee where to go for help.<br>• Follow-up with trainee.<br>• Avoid assumptions about the depth, level, and scope of knowledge already possessedby the trainee. |
| **Generic Examples** | Data entry into program database; writing monthly status reports; processing employeepayroll |
| **BVNPT Examples** | A new analyst is hired and teamed with an experience analyst in the program. They work together on assignments. The experienced employees might review spreadsheets, share contact information, show them how to use BreEZe, introduce them to the people theywill be working with, show them routine reports, demonstrate specific procedures or processes, etc. |
| **Helpful Links /Resources** | Article: *Unraveling 5 Myths of OJT*<br><br>Tips for Structured On The Job Training |

**Transitional Training** *(exceptional cases only)*

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| **What** | Transitional training - or "double fill" - employs the experienced performer and the less experienced performer in the *same position simultaneously*. Usually for a set period of time. |
| **Why** | • Transfer an established portion of knowledge.<br>• Can reduce amount of supervisor's training time.<br>• Can provide intense, one-on-one training in all situations encountered on the job. |
| **When** | • Position is highly complex/specialized or involves senior management.<br>• Budget allows for double fill.<br>• Departing employee gives enough advance notice to allow for recruitment, selectionand appointment to happen prior to his/her leaving the job. |
| **How** | Determine what knowledge needs to be shared. Develop timeline and action plan to assureknowledge is transferred in the time allotted for the double fill. |
| **Do's & Don'ts** | • The action plan and timeline should be achievable and detailed<br>• Knowledge transfer alternatives should be available in case there are unforeseencircumstances (e.g., separating employee leaves early).<br>• Avoid vague, ambiguous descriptions of knowledge to be transferred.<br>• Clarify roles up front.<br>• Preferable if experience level of the two employees is not too far apart, so as to focuson transfer of experiences, rather than provide standard training. |
| **Generic Examples** | Two weeks overlap to focus on program specific information. More routine operations and/orgeneral office matters will be trained after double fill time is completed and by a different experienced performer. |
| **BVNPT Examples** | A long time AGPA in the Cite and Fine position was going to retire. Peer employees were not experienced in this area. A new AGPA was hired to work with thecurrent supervisor for one or two months. Cross training and knowledge transfer had an opportunity to occur. |

**Knowledge Map**

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| **What** | An effort to discover the location, form, ownership, value and use of knowledge. To learn about people's expertise; to find opportunities to make better use of existing knowledge in the organization; and to identify barriers to knowledge flow. |
| **Why** | • Highlights areas of specialty knowledge and expertise.<br>• Encourages better use of information and knowledge and reduces "reinventing thewheel".<br>• Saves time searching for experts in a particular area.<br>• Saves the time of experts by helping others locate needed information quickly. |
| **When** | • Learning can be enhanced by graphically representing available resources and when touse them.<br>• For more complex situations; the map can help less experienced performers learn whoand when to use resources. |
| **How** | Determine what knowledge needs to be shared. Interview experts to identify the resources they use and construct knowledge map. Educate less experienced performers on how to usethe map (link to document repository). |
| **Do's & Don'ts** | • Clarify the type of knowledge transferred at each point in the map.<br>• Avoid using the map as the answer to a situation.<br>• Clearly describe the parameters around the map's use (e.g., only in certain situations). |
| **Generic Examples** | Your own Personal Map – starts with a "node" representing yourself, map the people with whom you share information, both internally and externally. Try to represent whether you areonly receiving information, only giving information, or whether it is a two-way exchange. |
| **BVNPT Examples** | A BVNPT Enforcement Process map was created. And shows which units contain the subject matter experts for each part of the process. |
| **Helpful Links / Resources** | Knowledge Mapping Tips |

**Wiki**

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| **What** | A web communication and collaboration tool where users can create/capture knowledge andinformation. It is a platform which allows any authorized individual or team to edit subject material, add comments, or provide additional content. |
| **Why** | • It is a flexible multimedia knowledge management tool that makes information easier tocapture, find, consume, and update.<br>• Encourages knowledge sharing around topics. Contextual search capabilities allow users to not only find information, but *relevant information*. |
| **When** | • Documents, processes, etc. need to be stored in one central repository and readily accessible by multiple users while avoiding constraints posed by shared network driveaccess.<br>• Knowledge needs to be captured and/or disseminated, particularly if it is updatedfrequently.<br>• Ability for any staff member to publish knowledge easily and have that information storedin a centralized database.<br>• Topics or concepts are expected to evolve and expand, and eventually serve as apermanent knowledge base. |
| **How** | Determine what knowledge needs to be captured or shared. Develop structure/outline/categories for that information. Establish posting parameters following accepted wiki conventions. Familiarize all users with CT Wiki environment. |
| **Do's & Don'ts** | • Encourage staff to embrace platform and participate in a collaborative process ofknowledge construction.<br>• Ensure there is a logical structure to the respective subject areas/topics.<br>• Avoid information becoming disorganized.<br>• Be cognizant of inaccurate information being posted. |
| **Generic Example** | Wikipedia is the most well-known wiki. This encyclopedia on the web is written by those whovisit the site, with contributors on almost every topic imaginable. |
| **BVNPT Examples** | BVNPT uses advisories to share information on various policies and procedures and stores them in the share drive. |

**Rotational Program**

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|---|---|
| **What** | A formal program in which a person or group of persons experiences a variety of tasks and responsibilities in several different positions. Typically designed to develop an individual's knowledge base to prepare him or her for positions of increasing responsibility and scope. |
| **Why** | • Can develop a pool of qualified applicants for positions of increasing responsibility and scope.<br>• Decreases the impact of "brain drain" when individuals leave key positions. |
| **When** | • Career development requires knowledge and experience in several different areas orprograms.<br>• On the job experience is the most effective method of knowledge transfer. |
| **How** | Determine what knowledge needs to be shared. Develop formal program that assures individuals will experience full variety of identified knowledge and tasks. Clarify requirements for successful completion of program. |
| **Do's & Don'ts** | • Program should have clearly defined requirements for acceptance and successfulcompletion.<br>• Program purpose and goals should be clearly communicated to all potential participants.<br>• Program should be available to all who qualify for acceptance.<br>• Employees exempt from program should be minimized.<br>• Staff located at the place of rotation need to be prepared for the new person temporarilycoming in, as well as those at the person's former location so the transitioning is as smooth as possible. |
| **Generic Examples** | Areas that might use a job rotation program include: DHR management team; Agencymanagement teams; Expert IT programming positions. |
| **BVNPT Examples** | The Enforcement Division swapped two Staff Service Analysts. One was sent to the IESU t (from the Probation Unit) and the other one was sent to the Probation Unit (from the IESU.) |