

# Transferring learning to work: making learning real for natural resource leaders and their employers

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# Transferring learning to work

- Example of PD leadership
- Move learning to work
- Challenges to renew ESL





# Transferring learning to work



- Why is it important?
- How do we cause L2W transfer to happen?
- How is learning made real?



# Why is L2W important?



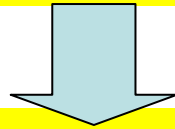
- Organizational Excellence
- Meet challenges of renewing ESL
- Contribute directly to MRN's organizational outcomes
- Increase motivation at work (self and others)
- Return on investment - ROI
- Improve retention (managers)



# How do we cause transfer?

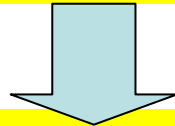
## **MNR outcomes**

Learning as a key to excellence



## **Ecological problem**

Bird population Mngt



## **L2W action plan**

Policy course (PD plan)

**Learning outcomes of  
ESL**

**PBL**

**Motivating problem**

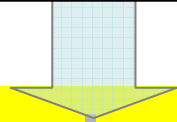
**Commitment to take  
action, to change**



# How do we cause transfer?

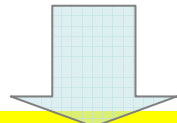
## **MNR outcomes**

Learning as a key to excellence



## **Ecological problem**

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## **L2W action plan**

Policy course (PD plan)

**Learning context**  
**Complex, Dynamic**

**PBL**  
**Motivating problem**

**Commitment**  
**Online @ UNB**



# How do we cause transfer?

## **MNR outcomes**

- Enhance policy capacity
- Greater alignment
- More & better collaboration





# Learning context

**Direct  
learning  
outcomes**

**Indirect  
learning  
outcomes**

## Organizational outcomes

- Enhanced policy capacity resulting in better analysis and decisions.
- Greater alignment to OMNR's mission and natural resources practices with the Ontario government's priorities and global issues.
- Increased innovation and more effective use of resources through more and better collaboration

## Organizational themes

Changes in the resource sector (i.e. Competition for limited resources), Global challenges (i.e., climate change, cross border trade controls, invasion of unwanted species like line carp and rabies), Urbanization (i.e., development pressures on natural resources, especially in southern Ontario), Increased demands by citizens (i.e., credible information, transparency, accountability), Aboriginal concerns (i.e., far North agenda)

## Our sustainable future

Healthy environments for Ontarians, Economic growth for Ontario Communities, Public health and environmental safety to protect people. Stewardship, partnerships and community involvement in natural resource management, Organizational excellence

## Ecological sustainability principles (for renewable and non-renewable resources)

Humans live in ecosystems, Everything in ecosystems are connected, Scale guides our perceptions of ecosystems, Sustainability principles guide decisions, Business principles guide management decisions (ESL 2003)

## OPS Leadership competencies

Delivers: More confident and better decision making, Increased understanding of risk assessment

Transforms: Enhanced policy capacity (i.e., use environmental scanning and socio-economic analysis to assess situations, along with tools to assess risk and uncertainty)

Connects: Networking, Increased political acuity, Better engagement & reach consensus

Inspires: Public service values, Ability to translate OMNR strategy into meaningful action

Self awareness & integrity:

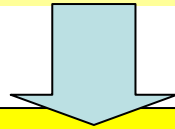




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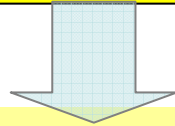
## MNR outcomes

Learning as a key of excellence



## Ecological problem

Bird population Mngt



## L2W action plan

Policy course (PD plan)

## Learning outcomes of ESL

Mini lectures, Field trips,  
Presentations, Story  
telling, Role play, Groups

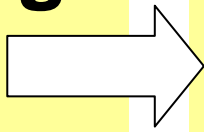
Commitment  
Online @ UNB



How do we cause transfer?

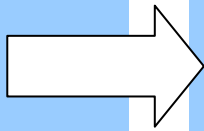
## Module 2 Nature challenges Ontario

**Motivating  
problem**

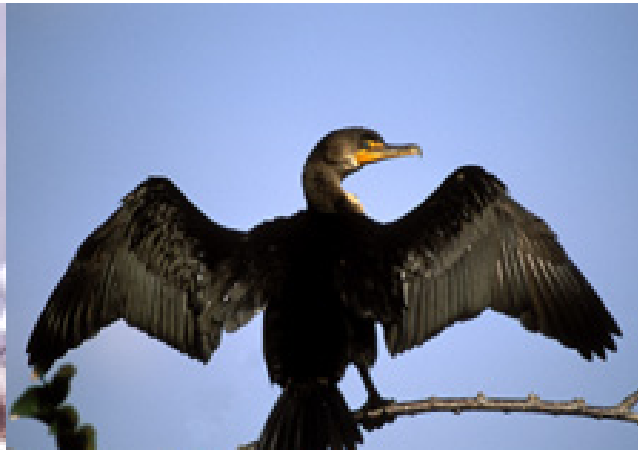


Cormorants damaging ecosystems,  
Fishers and anglers upset, Naturalists see  
abundance as good

**Learning  
abilities**



Explain status, Assess socio-economic  
impacts, Write ministerial brief

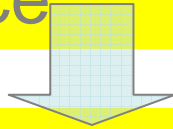




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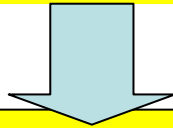
## MNR outcomes

Learning as a key of excellence



## Ecological problem

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## L2W action plan

Policy course (PD plan)

Learning outcomes of  
ESL

Motivating problem  
PBL

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# How do we cause transfer? L2W action plan

## Four questions

1. What was important to you?
2. What is important for your work?
3. What barriers might exist at work?
4. What are your first actions?

## Answers

1. Include policy stuff with science
2. Link science to policy issues
3. Don't know enough about policy making
4. Take a course, put it in my PD plan



# Making it real - participants



- Problems realistic
- Networking
- Multiple perspectives
- Senior management
- Variety of learning activities



# Making it real - employers



- Exemplify adult learning principles
- Connect OMNR outcomes to participant learning
- Genuine learning experience to take back to work
- Supervisor involvement



# Conclusion

## Deliberate Design

Define organizational outcomes  
Outcome-based program design

## Relevant Learning

Realistic content  
Powerful delivery

## Apply Learning

Expectation of application





# Conclusion

## **Deliberate Design**

Define organizational outcomes  
Outcome-based program design

## **Relevant Learning**

Realistic content  
Powerful delivery

## **Apply Learning**

L2W action plan (Supervisors)  
PD plans, Apply new learning







Thank you

# Questions & Suggestions

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[ashton@unb.ca](mailto:ashton@unb.ca) 506.453-4939





# Appendices

- 8 modules of the Ecological Sustainability Leadership Program for the Ontario Ministry of Natural Resources
- Online materials available at the University of New Brunswick's Blackboard (LMS)



# Modules & motivating problems

Module	Motivating problem
1. Orientation to re-newed ESL	
2. Nature challenges Ontario	Prolific cormorants damaging ecosystems
3. Natural resources economy	Exploring alternatives aa the forect sector restructures
4. Managing natural resources	Leading Ontario's biodiversity strategy
5. Organizational alignment by design	Aligning services for sustainability
6. Collaboration among competing interests	Water power, employment, and preservation
7. Tradeoffs, priorities, & plans	Producing aggregate collides with land uses
8. Leaders as lernaners	



# Before October residential

## Getting started

- Talent management
- P.D. Plan
- Nominated
- Selected for ESL
- Notified of start date
- Submitted 1<sup>st</sup> assign.

## Getting online

(LMS-BlackBoard)

- UNB
- Guidebook
- Readings
- Worksheets
- Discussions