

Training and Performance-Building Principles of the PUP Global Heritage Consortium



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Introduction

As a development organization seeking to transform the global paradigm in heritage management, the PUP Consortium seeks more than profitable short courses. The following principles rest on a number of important sources, the majority of which are already in practice in the PUP Process and interpretive guide trainings. We expect all members and partners of the PUP Consortium to respect these in their delivery of outreach and training opportunities.

The following table shows the principle, a brief explanation, what kind of training it most represents and a reference for more information (found at the end of the document). First see the levels of training (blueprint copying and diffusion are described after the table):



Level of Training

1. *Organizational development.* Systemic development and performance-building process, blueprint copying approach. Example: PUP Process
2. *Vocational development.* Organizational development and performance-building process, blueprint copying approach. Example: interpretive guide training or conflict management
3. *Introductory invitation.* Non-performance building, diffusion approach, invitation to participate in greater process ideally offered by the PUP Consortium. Example: One-week introduction to PUP Process
4. *Key messaging.* Non-performance building, diffusion approach, offering a message central to the PUP Consortium Guiding Statements. Example: Keynote speech, invited lecture, opportunistic address to some audience, marketing talk, PUP exploratory trip introduction

PUP Consortium Holistic Performance-Building and Training Principles

Principle/Level	Explanation	Reference
Development Context		
1. Develop individual and organizational performance*, not just capacity (1,2)	Though many factors contribute to organizational and individual performance, we must strive to improve real world impacts, not just increase people’s theoretical potential which is another term for “capacity”. Jonathan Cook writes, “Creating performance without building capacity is clearly not sustainable, but simply building capacity without motivating performance wastes that capacity.”	Jonathan Cook 1997
2. Work with the context or enabling environment not just the student (1, 2)	A student’s context is one of the most important factors in the student’s ability to implement what he or she has encountered in a training. If the context is not involved in the training, then the student will likely fail to implement. Professor Edward Hess said, “Growth is much more than a strategy. It is a complex change process that involves the right mindset, the right processes, experimentation, and an enabling environment.”	Holistic Training (HT) Principle
3. Assume a long-term, mentoring perspective (1, 2)	Real learning does not come in a classroom, but in applying new knowledge in a problem-based, hands-on experience with the guidance and safety of a mentor at the same time facing real consequences of making decisions. Sophocles said, “One must learn by doing the thing, for though you think you know it, you have no certainty until you try.”	HT Principle, adult education principle
4. Focus training on all four quadrants of a student’s and organization’s situation (1, 2, 3, 4)	A training that focuses on only one or two of the fundamental perspectives will almost certainly fail and set up students for failure. The Integral Map should be a fundamental orientation to analyze a context and propose a curriculum. Philosopher Ken Wilber says, “I have one major rule: <i>everybody</i> is right. More specifically, everybody — including me — has some important pieces of the truth, and all of those pieces need to be honored, cherished, and included in a more gracious, spacious, and compassionate embrace.”	HP Principle
5. Embed training in larger development process rather than be isolated and one-off (1, 2 ideally)	Training for parts will almost never get one closer to the whole. Trainings are most effective when they synergistically integrate with complementary forms of development. As operations theorist W Edwards Deming said, “To optimize the whole, we must sub-optimize the parts.” Learning and organizational consultant Peter Block also noted that most trainings benefit more the trainer than the trainee because their isolated nature offers little benefit to the trainee. Furthermore the training should be embedded in the host country to carry on with developing capacity in a development context.	Weiler and Ham (2002)
6. Train teams more than individuals (1, 2, 3)	In the real world, development almost always advances through the work of collectives. Training only parts of collectives will likely cause conflict and failure. Steve Kerr, former Vice President of Leadership Development and Chief Learning Officer for General Electric said, “The golden rule of organizational development is, ‘Never send a changed person back to an unchanged environment.’”	

	Yet 99% of training breaks that rule. People go off to Harvard or Stanford or Michigan or Crotonville in ones and twos, and they're not united in any way. Even if they get excited, they come back to a full desk and a boss who doesn't understand their passion. Most of the time, no learning occurs, since we define learning as a change in behavior. But when people come in teams with a 'need-to-do' project, it's much more successful."	
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Training Context

7. Meet people where they are (1, 2, 3, 4)	People have different values, experiences, and vocabularies, requiring that any training adjust and meet their reality rather than try to force them into someone else's reality. Spiritual teacher Iyanla Vanzant says, "You have to meet people where they are, and sometimes you have to leave them there."	HP principle
8. Base curricular and pedagogical design on best practices (1, 2, 3, 4)	Too often courses simply reflect the idiosyncrasies of instructors rather than rely on validated data sets, teaching techniques, and lessons learned about the topic. Biologist E.O. Wilson warned, "Most people believe they know how they themselves think, how others think too, and even how institutions evolve. But they are wrong. Their understanding is based on folk psychology, the grasp of human nature by common sense — defined (by Einstein) as everything learned to the age of 18 — shot through with misconceptions, and only slightly advanced over ideas employed by the Greek philosophers."	Standards of practice, Weiler and Ham (2002)
9. Involve students in the planning and evaluation of their instruction (1, 2, 3)	Adults accept and integrate instruction in which they themselves participated to create and evaluate. Adult education philosopher Malcolm Knowles said, "When applied to the organization of adult education, a democratic philosophy means that the learning activities will be based on the real needs and interests of the participants; that the policies will be determined by a group that is representative of all participants; and that there will be a maximum of participation by all members of the organization in sharing responsibility for making and carrying out decisions."	Adult education principle
10. Use and respect multiple forms of knowledge (1, 2, 3, 4)	The use of only one form of knowledge (such as empirical-scientific) greatly reduces the view of reality that the instructor and student have to work with. Popular educator Liam Kane wrote, "Treating learners as passive recipients of information — if not propaganda — would be the antithesis of adult education, a process which places high value on the knowledge already possessed by the 'popular classes' and on the active process of learning and the development of capacity for critical thought."	HP principle
11. Train as close to the authentic workplace as possible (1, 2, 3)	The more authentic the training scenario, the more applicable feedback a student will receive during training. Thus the training should be as close and relevant to the actual workplace in every sense possible so that the errors are as realistic as possible. Enlightenment thinker Francis Bacon said, "Truth emerges more readily from error than from confusion."	Kohl (2007), Adult Education Principle

12. Encourage double-loop learning and constructivist skills over memorization and single-loop thinking (1, 2, 3, 4)	In the 21 st Century, people must learn to examine their own assumptions (double-loop) and build knowledge adaptively, not memorize and re-arrange chairs on the deck of the <i>Titanic</i> as it sinks (single-loop). Alvin Toffler said, “The illiterate of the 21 st Century will not be those who cannot read or write, but those who cannot learn, unlearn, and relearn.”	
13. Evaluate with qualitative, quantitative, and participatory means focusing on performance more than program completion (1, 2, 3, 4)	Much of development is qualitative so evaluations must be refined to detect the rich nuance of quality as well as objective indicators. Evaluations should furthermore involve the students in their pursuit of improved performance. Cultural observer Alexis de Tocqueville said, “The health of a democratic society may be measured by the quality of functions performed by private citizens.”	Adult education principle
14. Include or transition to an on-going support network or learning community (1, 2, 3, 4)	Learning is life-long. If students do not continue their learning, they will regress or not even implement what they learned. Learning is also social and people need the support of colleagues in similar situations from whom to draw lessons and motivation. A training should help students enter a relevant learning community of some kind. Training capacity should be strengthened in host country to continue on with the work. Eric Hoffer said, “In times of change learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”	Standards (Weiler and Ham 2002)
15. Explain the program’s connection with PUP Consortium mission and objectives (1, 2, 3, 4)	All students should understand the role of the training in the bigger picture of paradigm change and organizational development of heritage management. PUP Consortium mission, “The PUP Global Heritage Consortium unites people and organizations dedicated to introducing emerging paradigms about management and planning into the heritage management field in order to stem the tide of non-implemented management plans and transition to a more holistic, Integral management approach.”	PUP Guiding Statements

***Performance.** Performance means the achievement of goals while capacity is merely the potential to achieve goals, which if unrealized, does the world no good. Performance is also contrasted to conformance which is the fulfillment of pre-defined tasks, not necessarily involving learning, adaptation, or innovation in pursuit of higher goals that promote development of some kind.

What we don't want in our trainings

1. Skills training workshops without blueprint format or authentic training with no follow up. Short courses tend to benefit the trainers but do not support the organizational mission or the students.
2. Introductory courses of any kind that does not connect to the larger PUP mission or invite students to participate in a larger more consequential process.
3. Courses or certifications that merely recognize completion of courses rather than improved performance or even capacity.
4. Any course that takes students out of context.

5. Courses that have not been developed with student input or at least audience research. Even pre-cooked courses can create spaces for student input into curriculum contents and participatory evaluation.
6. Course developers unwilling to commit the time to carefully design their courses along these principles and using the PUP Consortium format. This unwillingness usually indicates that the developer is principally interested in his or her own benefits (prestige, money, reputation, etc.), not those for the students or those of the Consortium.

Future PUP Certifications

These criteria will evolve toward requirements in program certification, for example, we could certify other interpretive guide training programs rather than certify guides themselves. This may allow us to have a much greater reach than just offering guide training programs ourselves. This will require a strengthening of our brand first. We also have an internal certification for PUP Facilitators.

References

All elements here discussed are also found in more detail in Kohl and McCool's upcoming book.

Performance vs. Capacity Building

Cook, Jonathan (1997). "Empowering People for Sustainable Development." In *Managing Sustainable Development in South Africa*, edited by Patrick Fitzgerald, Anne McLenna, & Barry Munslow. 2nd Edition. Oxford University Press Southern Africa. Pp. 275–292. (Available upon request)

Principles of Weiler and Ham

Weiler, Betty and Sam Ham. (2001). "Tour Guide Training: A Model for Sustainable Capacity Building in Developing Countries." *Journal of Sustainable Tourism* 10(1):52–69.

Principles of guide training:

- The initiative for training should come from the host country and ownership should remain with the host country.
- Training content and methods should be informed by the literature on what constitutes good and best practice guiding, the adult training literature, the trainers' prior experience, with appropriate customization to meet local needs.
- Training efforts must be systematically evaluated, and lessons learned from these evaluations must be documented and disseminated widely and used to inform future training efforts.
- Training and supporting in-country trainers is essential for building sustainable human capacity and for ensuring that ecotourism benefits host economies.

Principles of Adult Education (Malcolm Knowles, 1984)

- *Adults need to be involved in the planning and evaluation of their instruction.* People embrace and implement that which they control or co-create. An adult will more readily engage their education program if he or she had a hand its design and use.
- *Experience (especially mistakes) provides the basis for learning activities.* Learning derives principally from making mistakes, corrections, and thus changing behavior.
- *Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.* Since adult learning is mostly voluntary, motivation usually comes from within and motivation arises from perceived relevance to one's goals.
- *Adult learning is problem-centered rather than content-oriented.* Since adult education is usually not compulsory, most adults seek education that can help them directly and immediately. If it does not do this or becomes uninteresting, they will stop participating. For a seminal discussion on the difference between captive (that is, have an external motivation to participate) and non-captive (internal motivation) audiences, see Sam Ham's *Interpretation: Making a Difference on Purpose* (2013; Fulcrum Publishing).

Knowles, Malcolm S. (1984). *Andragogy in Action: Applying Modern Principles of Adult Learning* (The Jossey-Bass higher education series). First Edition.

Holistic Planning Principles

Kohl, Jonathan M. & McCool, Stephen F. (2016). *The Future Has Other Plans: Journey from Conventional to Holistic Planning in Natural and Cultural Heritage Sites*. Golden, CO: Fulcrum Publishing. Part of Applied Communication Series edited by Dr. Sam Ham.

Ensure Constituent Community Readiness

Planning communities must be free of major distractions and also have enough trust to begin planning.

Create Balanced Relationships of Power and Heartfelt Needs

When people act from their own heartfelt needs and have the power to design projects around those needs, they co-create, co-own, and feel motivated to implement the resulting plan.

Build Consensus

Governments rarely have unilateral power to implement plans, thus need to join a consensus of community constituents to muster the resources necessary to implement plans.

Integrate Multiple Forms of Knowledge

Humans have access to multiple ways of knowing the world. To accept multiple forms of knowledge gives a more complete view of reality as well as includes those who possess different kinds of knowledge.

Facilitate Community-Based Heritage Interpretation

Heritage meanings imbue the identity and self-image of communities. Interpreting this heritage recognizes and strengthens this valuable connection between community and place.

Design Planning to Manage Technical Problems as well as Build Social Capital

Planning should serve two parallel and mutually reinforcing functions: create a technical respectable planning process as well as strengthen community social capital to implement it.

Facilitate Development of Others but Do Not Do Their Work for Them

To avoid shifting the burden from the site community to outside and temporary interveners, technical assistants should support and guide site communities in carrying out their own planning processes, not do it for them.

Build Holistic Planning Teams

Planning should be carried out by planning teams capable of offering Integral solutions and integrating them into diverse planning communities.

Plan and Implement Continuously

Planning is a process of continuous learning and doing, experimenting and adjusting, which can only be accomplished through a continuous process, not a once-every-five-years event.

Carry Out Every Planning Moment Holistically

Every aspect of planning is subject to a holistic approach necessary to achieve a planning process capable of surviving in a DICE World.

Learn to Learn

Most knowledge is temporary and adaptation is required to keep up with the change of the DICE World. This means that people and organizations must constantly learn in order to reinvent themselves to face new circumstances.

Meet People Where They Are

Respecting people means among other things working with them at their level of development and consciousness, expressing ideas using their values, and not trying to transform them into something they are not to suit the intervener's agenda.

Techniques of Holistic Learning

Kohl, J. 2007. Holistic Training: Putting Trainees Back Into Context. *Reflections*, journal of the Society for Organizational Learning. July. www.jonkohl.com/publications/a-m/HolisticTraining-SoL.pdf

Shared vision binds trainee to host organization. The organization in which a trainee works must have the same vision for the problem and contents of instruction as does the trainee and training program. Often a trainee learns a skill that has no apparent role in his organization and consequently little opportunity to use it.

Curriculum shows trainee how to integrate new knowledge into larger context. Though there may be a place say for nature guiding in the host organization, if the guide does not see how guiding fits into organizational planning or conservation, than guiding may be ineffective in that context.

Trainers adapt material to context of trainees. Each trainee comes from a particular context to which generic training materials need to fit. For example, a course might teach how to do biodiversity surveys using GIS. But what if the organization does not use the same equipment? Can trainers help the trainee adapt to the context?

Prepare context to receive trainee. The training program should work with the host in order that it will utilize the trainee's new skills and perspectives. So often people return from a conference or training with a new idea but no one at the office has any idea what they are talking about and that idea does not receive support. Rather, trainers can work with the organization to identify training needs and prepare the supervisor to support the trainee upon her return.

Pre-arranged jobs. The training program could take a step further and ensure that a job exists for the trainee or rewrites his job description to accommodate new skills.

Support network. The training program builds or offers different kinds of support networks, whether a group of similar graduates, direct technical assistance, online materials, or other kinds of follow up to help graduates achieve program goals.

Standards for Professional Learning

These standards developed by the Professional Learning Association refer to the learning of educators for the benefit of students. The quick reference and full standards can be found at <http://learningforward.org/standards>.

STANDARDS FOR PROFESSIONAL LEARNING			
<i>Professional learning that increases educator effectiveness and results for all students ...</i>	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p>	<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>
<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p>	<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p>	<p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</p>

Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



Four quadrants of the Integral Map

The Integral Map is covered extensively by Kohl and McCool and many places on the Internet.

		Interior	Exterior	
Individual	Upper Left (UL)	<p>Psychology</p> <p>“What I experience”</p> <p><i>Aspects of Reality Revealed:</i></p> <p>“I”, subjective realities, e.g., self and consciousness, states of mind, psychological development, mental models, emotions, will.</p>	Upper Right (UR)	<p>Behavior</p> <p>“What I do”</p> <p><i>Aspects of Reality Revealed:</i></p> <p>“It,” objective realities, e.g., brain and organism, visible biological features, degrees of activation of the various bodily systems.</p>
	Collective	Lower Left (LL)	<p>Culture</p> <p>“What we experience”</p> <p><i>Aspects of Reality Revealed:</i></p> <p>“We,” intersubjective realities, e.g., shared values, culture and worldview, webs of culture, communication, relationships, norms, boundaries, customs</p>	Lower Right (LR)

Standard view of the four quadrants (Brown 2007)

Blueprint Copying vs. Idea Diffusion

Excerpted from Steve and Jon’s book.

Jared Diamond (1999), observes that societies can transmit knowledge by a variety of means, some more efficient than others. He argues that the least efficient is “idea diffusion” through which communicators relay little more than a basic idea leaving for the learners the task to reinvent the details, to answer the multitudinous “how to” questions to make that idea work. Examples of idea diffusion include conference presentations, papers, and even books just like this one. The most efficient form is blueprint copying when learners copy or modify an available

detailed blueprint for developing a social process or engineering product. For example, Diamond cites ancient civilizations that used language blueprints from other cultures which saved those civilizations thousands of years of basic innovation work by not having to invent a language — and answer all the how-tos — from scratch.

Idea diffusion remains one of the most common forms of teaching/learning used. The Ashoka Foundation, an organization that supports social entrepreneurs the world over, is figuring how to systematically use blueprint copying to accelerate the spread of social innovations in the world. Bornstein documents Ashoka's work (2007, p. 260),

The big question is: Can blueprint copying make social innovation more systematic — more reliable or even more scientific? In science, of course, an experiment is considered sound only if other scientists, following the protocol, can produce similar results. An experimental outcome is not supposed to hinge on the researcher's culture, charisma, or political contacts. In the social arena, however, success is often attributed to personal qualities and practices are often assumed to be context-sensitive.

But here is where it is useful to make a distinction between leading social entrepreneurs who are driven to spread their ideas everywhere — to redefine their fields — and other social entrepreneurs who do not need to spread their ideas to every corner of society. Social entrepreneurs who are obsessed with spreading their ideas are obliged over time to eliminate aspects of their work that depend on their personal involvement or are designed only for particular locations or situations. If an approach is too complicated to teach, too expensive to disseminate, too politically contentious, or too context-sensitive, it must be made simpler, cheaper, less partisan, and more generally applicable. Otherwise it will not change society. It is the entrepreneur's need to achieve major impact that leads to the years of experimentation and adjustment that culminate in a blueprint.

The heritage site management field is filled with training manuals, modules, courses, etc. that diffuse ideas, but largely leave the evasive how-to details to the imagination of practitioners. One blueprint effort is that developed by the PUP Global Heritage Consortium, which since 1999, attempts in great detail to guide and mentor heritage site managers and their organizations toward planning through adaptation of the generic but detailed blueprint to local conditions, not blind replication like a recipe.

Bornstein, David. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Updated Edition. Oxford University Press.

Diamond, Jared M. (1999). *Guns, Germs, and Steel: The Fates of Human Societies*. W.W. Norton & Company.