Developing Effective Training Using Agile Values

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Motivating Adults

- Extrinsic Motivation
  - Incentives
  - Bonus system
  - Reviews

- Intrinsic Motivation
  - Value
  - Mindset
  - Learning

- Behavioral Results .....
  - Gaming the system
  - Unfair vs fair scenarios
  - Silo breeding ground

- Behavioral Results .....
  - Care
  - Shared vision
  - Growth

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Emotional intelligence is correlated with task performance.

Carmeli & Josman (2006)
self-awareness
Strategy and decision making precedes enhanced performance.
Kraiger, Ford, & Salas (1993)

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intrinsic motivation

Motivation towards mastery will risk error to improve.

Dweck & Leggett (1988)

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Transformative Learning
Focuses on critical reflection as transformational moment

KOLB Model
An exploration and articulation of an experience to gain learning

Constructivism Theories

Affective learning must occur before critical reflection.
Taylor, Fischer, & Taylor (2009)
Uh huh.... And?

**Coaching**
- Authentic engagement
- Deep listening
- Diagnostic ability
- Action oriented
- Self-discovery
- Rapid results

**Academics**
- Authentic relationships in learning (humanism)
- Critical reflection (transformative learning)
- Self-discovery & motivation (humanism)
- Self-awareness (social cognition)
- Active learning (constructivism)

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Our Vision

Develop and facilitate a transformative learning experience that engages everybody both cognitively and emotionally, initiating a long term growth mindset that transcends into a learning organization.

Translation:
Change the world.

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Our Reality

The organization has given you an absurdly short period of time to change the way their people think.

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Our Need

Have a systemic approach to developing workshops and learning experiences so that you can provide the foundation of what the people need through the curriculum, and be sensitive as a facilitator, coach, or whatever you call yourself to tailor that curriculum into a transformative opportunity.

Translation:
Build good training fast.
Let’s Experiment!

Agile Course Building Process

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The bullet points indicate the purpose.

The red boxes indicate the limitations of the model for that step.
Course Framework → Active Learning Flows → Ed. Tech Features → Delivery

- Review
  - Affective Outcomes
  - Resource Scope
  - Cognitive Outcomes
  - Example Project

- Review
  - Video supplement
  - Create mode
  - Reading xp support
  - Technical tools

- Review
  - Ensure relevancy
  - Align activities
  - Scaffold learning
  - Ensure diversity

- Review
  - Reflect improvement quickly
  - Align to preset curriculum or program flow
  - Feedback for improvement
  - Create slack for faculty to be ad hoc during class
First Phase

- **Affective Outcomes**
  What is the emotional intelligence I expect from participants taking this training?

- **Cognitive Outcomes**
  What is the brain intelligence I expect from participants taking this training?

- **Resources**
  What is the scope on resources for fulfilling these outcomes?

- **Example**
  What is my elevator speech example of the experience for this course?

= Ready for YOU to teach!

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Second Phase

- **Relevancy**
  How do I make sure this outcome is immediately relevant?

- **Alignment**
  Does the activity I chose to fulfill the objective actually fulfill it?

- **Scaffold**
  Are my activities building off of experience? Do I have room to push them to the next level if they are ready?

- **Diversity**
  Am I going to bore them?

= Ready for experts to teach!

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Third Phase

- **Technical Tools**
  What technical tools can I use to enhance the learning (avoid distracting or high-learning curve tools)

- **Video**
  Does the situation call for 2-3 minute blurb animation videos?

- **Reading**
  Are there relevant articles that will enhance chatter?

- **Slack**
  Do I have some extra time? What creative experience can I have them do?

= Really freaking easy to teach!

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Continuous Improvement

- **Improvement**
  Improvement can be easily articulated and immediately implemented.

- **Alignment**
  Lots of courses? This process scales. Lots of clients? Plug ‘n drop outcomes / activities based on needs.

- **Slack**
  The lightweight framework provides slack for immediate ad-hoc needs. Differentiate improvement vs ad-hoc need.

- **Feedback**
  Elicit feedback with specific questioning techniques for your process and course content.

= Make it cheaper, easier, and better!

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Questions?