Activators

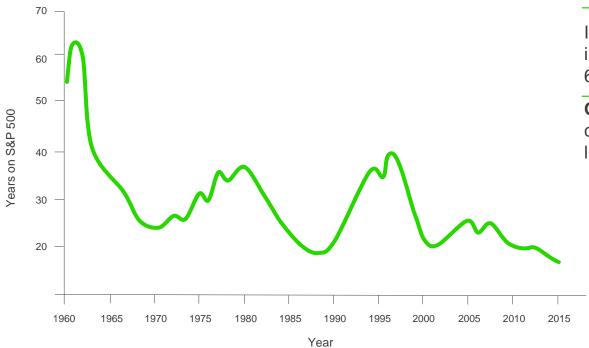
How to make sure learning sticks

Sebastian Bailey President, Mind Gym Inc. @DrSebBailey





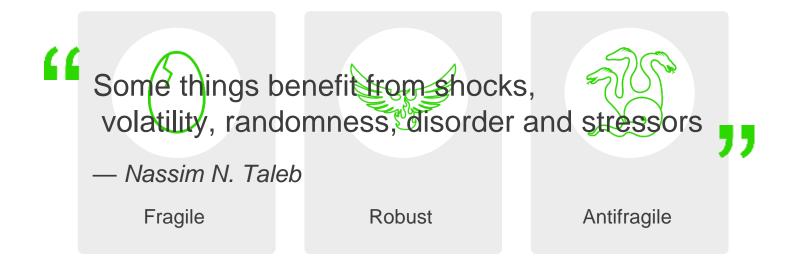
A VUCA world



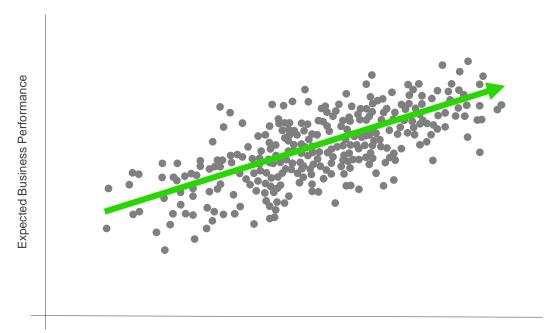
In 1961, the life expectancy of a firm in the Fortune 500 was around 61 years. Now it's **less than 18 years**

Only 12.2% of the Fortune 500 companies in 1955 were still on the list in 2014

Thriving on disorder



A business impact



Strength of learning culture

Outcomes include:

- · Employee productivity
- · Customer satisfaction
- · Ability to keep costs competitive
- · Market leadership for at least one product or service

But learning is difficult



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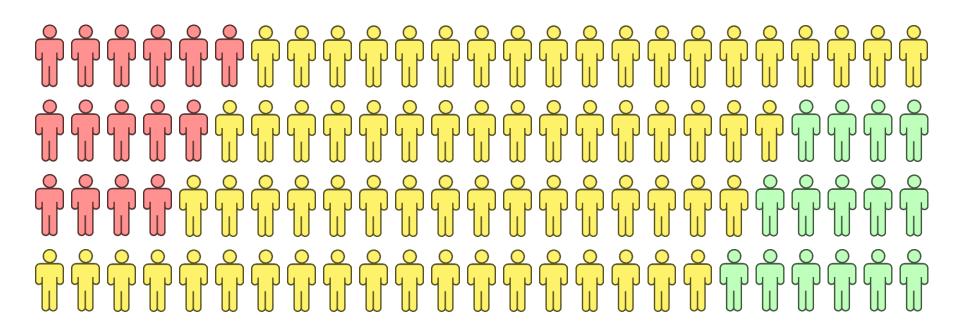
But learning is difficult



e + s

Learning did not transfer.

How many people change?



Have you ever wondered?



Try to recall high school biology

Look it up on Bing or another search

engine
Ladybirds are red.
Ask another pair what they thought
So are strawberries.

Decide the question is irrelevant and talk about something else

Daydream about the taste of strawberries

Wonder why I called it a ladybird and not

a ladybug



An Activator...

...knows what to do when they don't know what to do.



What is an Activator?



Curious



Resourceful



Persistent

Carving the turkey

In 1981, Rangaswamy "Sri" Srinivasan worked for IBM.

One day while working with an ultraviolet excimer laser, he had an idea...



As of 2015...





Activators Presentation | © Mind Gym Inc

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Turned into



















They're more likely to...

Curious



Explore challenges with an open mind Take an enthusiastic but discerning approach to new ideas

Actively work to reduce the unknown

Persistent



Give extra effort to create positive outcomes

Continue performing, even after setbacks

Achieve goals over long periods of time

Resourceful



Generate strategies, then reflect on their understanding

Make strides independently and then collaborate

Pull from wide-ranging sources of information

Lies, damned lies and statistics

Is intervention A related to outcome B?

p value—test of significance

P = 0.05	There is a 5% chance this is a random effect
P = 0.01	There is a 1% chance this is a random effect
P = 0.001	There is a 0.1% chance this is a random effect

But... it doesn't tell you how big the effect is

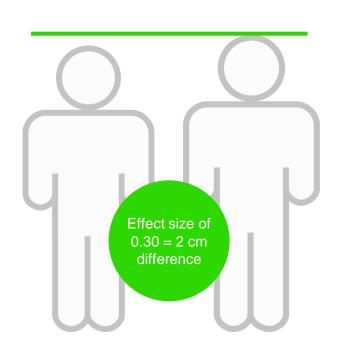
Cohen's d—indicates effect size.

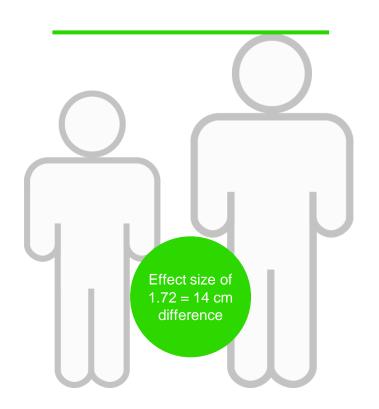


Almost everything works...

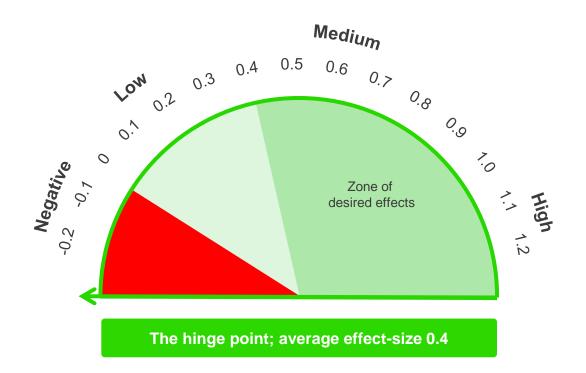
- Audio-visual aids
 Feedback
 Individualization
 Prior cognitive ability
- Instructional quality
 Behavioral objectives
 Direct instruction
 Team teaching
 - Acceleration
 Class size
 - Participant's disposition to learn
 - Class environment Providing formative evaluation Challenge of goals
 - Micro-teaching Peer tutoring Instructor clarity Mastery learning •
- Reciprocal teaching
 Post-learning tasks
 Instructor-participant relationships
 Instructor style
 - Spaced vs massed practise
 Questioning
 - Meta-cognitive strategies
 Peer effects
 Prior achievement
 - Simulation & games Computer-assisted instruction •
 - Creativity programs
 Testing
 Self-verbalization
 Instructional media
 - Professional development
 Affective attributes of participants

So what's the difference?





Focusing where it matters



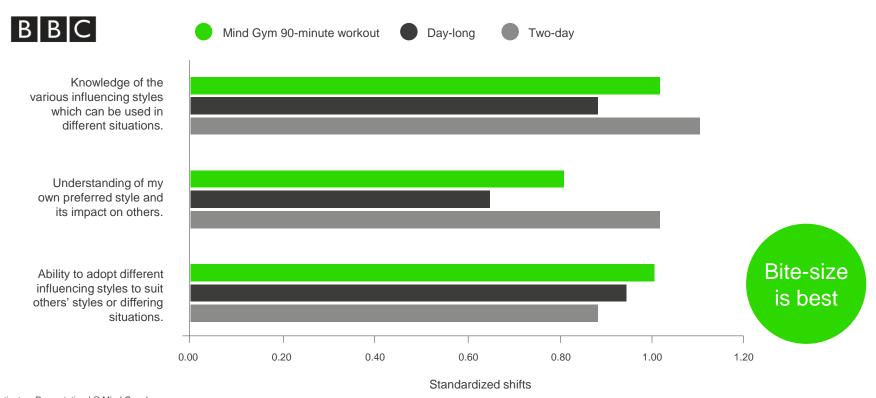
Which has the greater impact on learning?

Feedback		OR	Teacher's subject matter knowledge	0.09
Mentoring	0.15	OR	Peer tutoring	0.55
Time on task	0.38	OR	Spaced vs massed practice	0.71

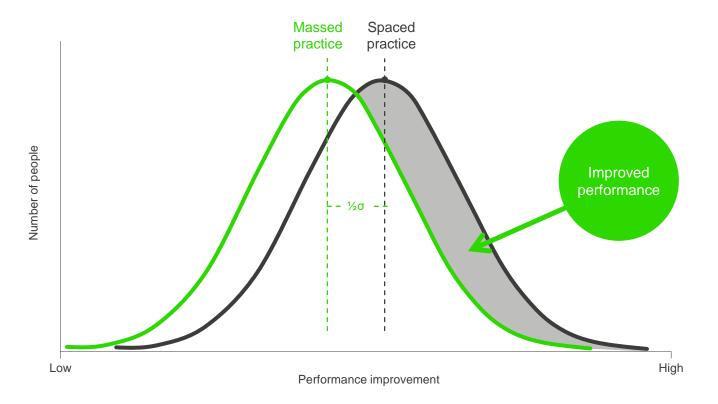
Connect to emotions



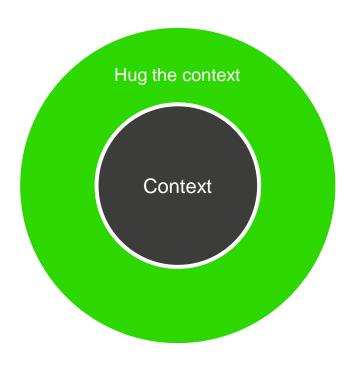
Miniaturization pays



Spaced practice

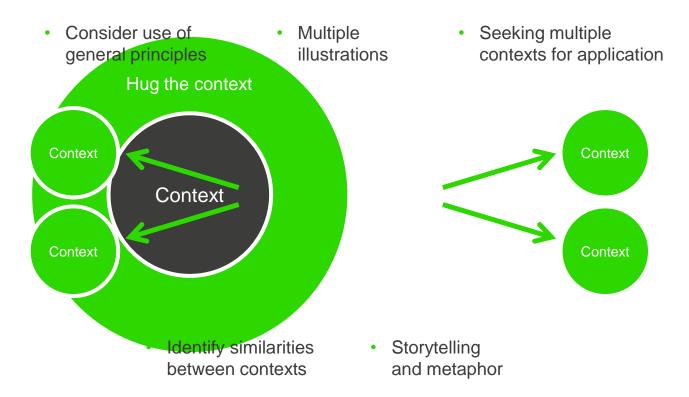


Designing for application



- Simulations
- Role plays
- Case studies
- Problem-based learning
- Action learning sets
- Online forums
- Ruthless pragmatism

Designing for application



Create transfer opportunism

Day-to-day challenges are a *barrier* to application:

"I didn't have a chance to try anything out because of the new product launch..." Day-to-day challenges are an **opportunity** for application:

"The product launch was actually a great opportunity to try out the new skills..."

Implementation intentions

Group 1



The intention to perform a certain action at a given time and place

e.g. I will do as many math puzzles as possible each Wednesday at 9 am.

Results

Participants deviated from their desired time by an average of:

8 hrs

Group 2



Adding an "if-then" plan (" ... and if situation x arises, I will perform behavior y") to goal intentions

e.g. If it is Wednesday at 9 am, I will do as many math puzzles as possible.

Participants deviated from their desired time by an average of:

1½ hrs

Does feedback help?

33%

of feedback interventions damage performance

+15%

of feedback elicits no change in behavior at all = 48%

has no beneficial impact

The power of precision

24 children

Researcher holds a "teacher" puppet

Child holds a "learner" puppet



The power of precision

ROUND 1 ROUND 2 RESULTS Descriptive criticism Generic positive praise Group A DISINTEREST "You missed a wheel on "You're a good drawer" the bus" Descriptive praise Descriptive criticism Group B **ADJUSTMENT** + "You missed a wheel on "Those petals are very even in shape and size" the bus"



Priming in practice

Listen to this clip:



Now listen to this:



Did you understand anything?

"It's fun to smoke marijuana. It's fun to smoke marijuana. It's fun to smoke marijuana. It's fun to smoke marijuana."



Priming for growth



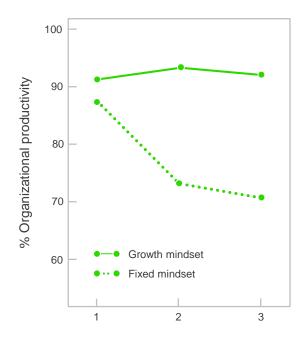
Fixed mindset—Your abilities are fixed and your potential is determined at birth.

"This task measures your basic underlying managerial abilities"



Growth mindset—Your abilities can be continuously developed, and your full potential is unknowable.

"This task measures how you develop your managerial skills through practice and feedback"



Becoming is better than being



Becoming is better than being



Becoming is better than being



Making learning stick

Engage

Get excited about what there is to discover

- · Connect to emotions
- · Prime growth mindset

- Create transfer opportunism
- Provide feedback

Activate

Try out new discoveries and report back on what happened

Participate

Discover new tools and techniques, often in bite-sized workshops

- Miniatuarized learning
- Spaced practice
- Design for application

Bite-sized learning methodology



















Distributed practice (i.e. distributing experiences) increases performance by 17%.

Engagement campaign that creates interest, anxiety and perceived relevance Diagnostic that increases perceived value to the individual. Creates optimal arousal.

Participant toolkit acts as "scaffolding" for the learning. It primes the right mindset and prompts transfer. **Instructor-led session** with a strong focus on solving a real-world problem. Shares general principles (supporting far transfer) and allows for practice.

Pledge: Very specific focus on transfer, using relapse prevention techniques, like implementation intentions, and social pressure. **Mission:** Application task built into the participants' workflow. Solves issues of opportunity recognition and time to apply.

Booster: After-action review, where participants share stories of success, failure and learning from transfer attempts. Increases feeling of accountability and resilience. **Toolkit** for coach (ideally manager) increases social support and accountability.

Get in touch

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