illumina
INTERACTIVE LEARNING

CHIROPRACTIC ID

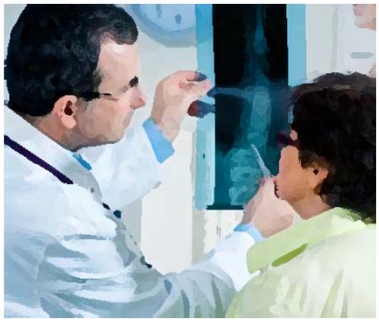
ADJUSTING FOR ALIGNMENT

JEAN MARRAPODI, PHD, CPLP
ONLINE LEARNING CONFERENCE, CHICAGO
OCTOBER 2018

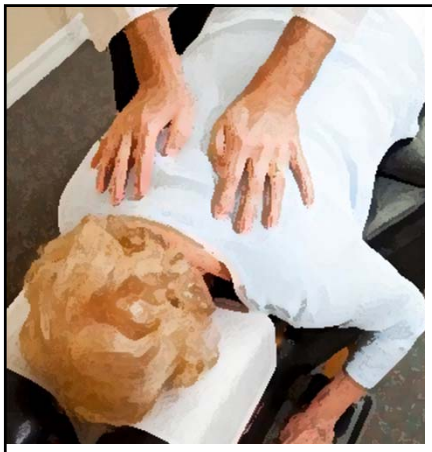
What is your experience with chiropractors?

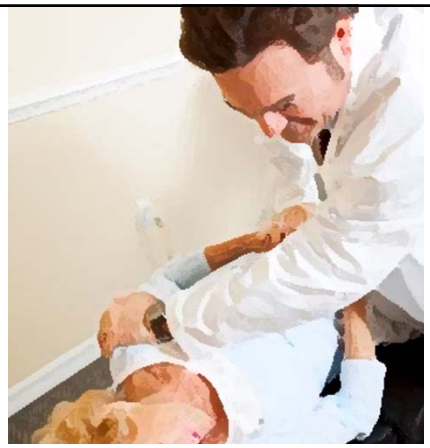
1. I go regularly
2. I have been a few times
3. I only go when I am in pain
4. I've been once
5. I've never been
6. Chiropractors are quacks

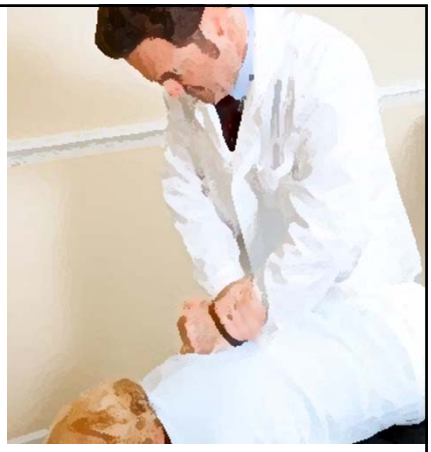
Go to www.menti.com and use the code 81 57 49



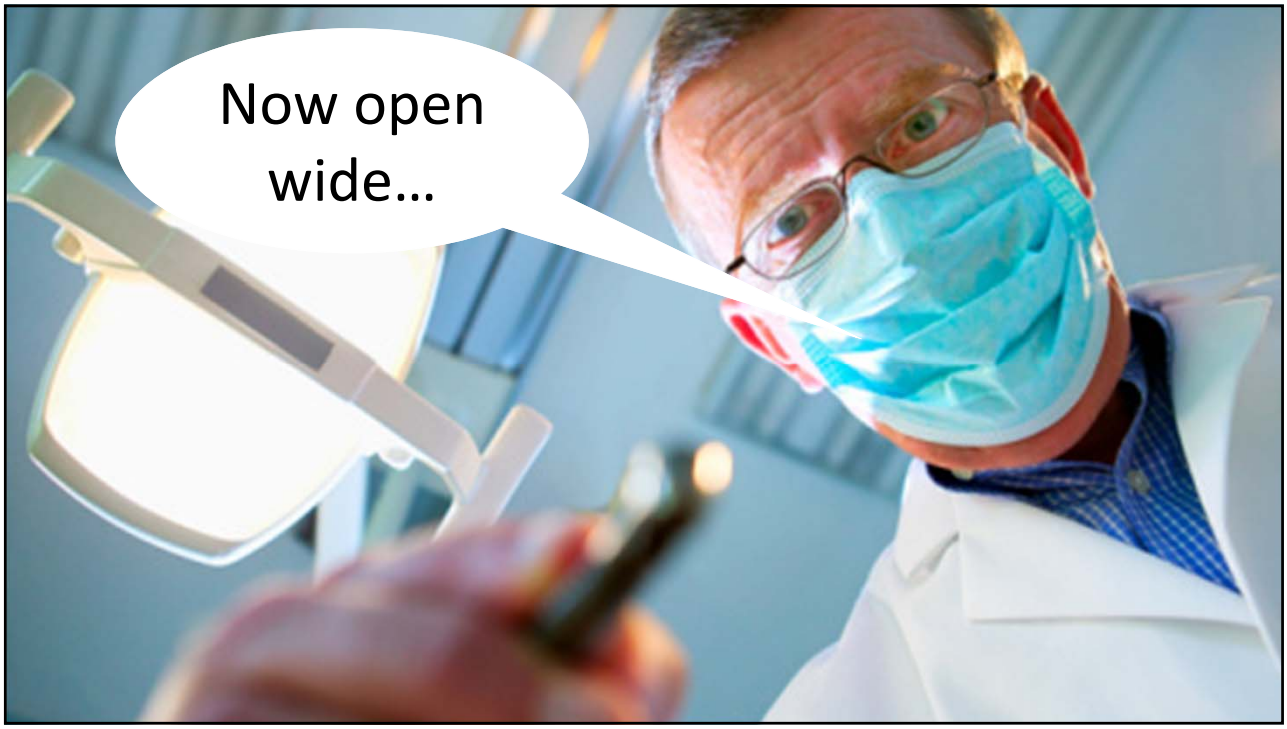
Symptoms → Diagnosis

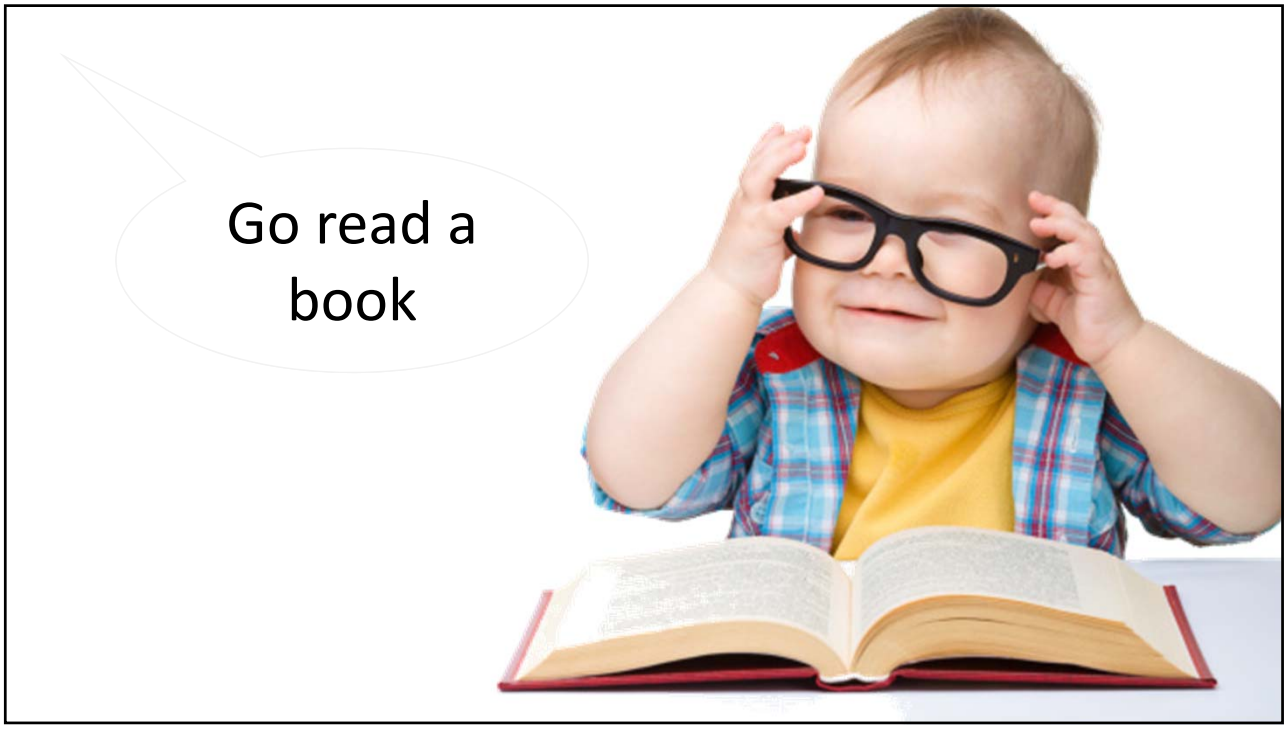






The patient is treated and the back is brought into alignment.


Now open wide…


Go read a book

Knowing the source of the pain allows for accurate, effective treatment

Treat the Pain

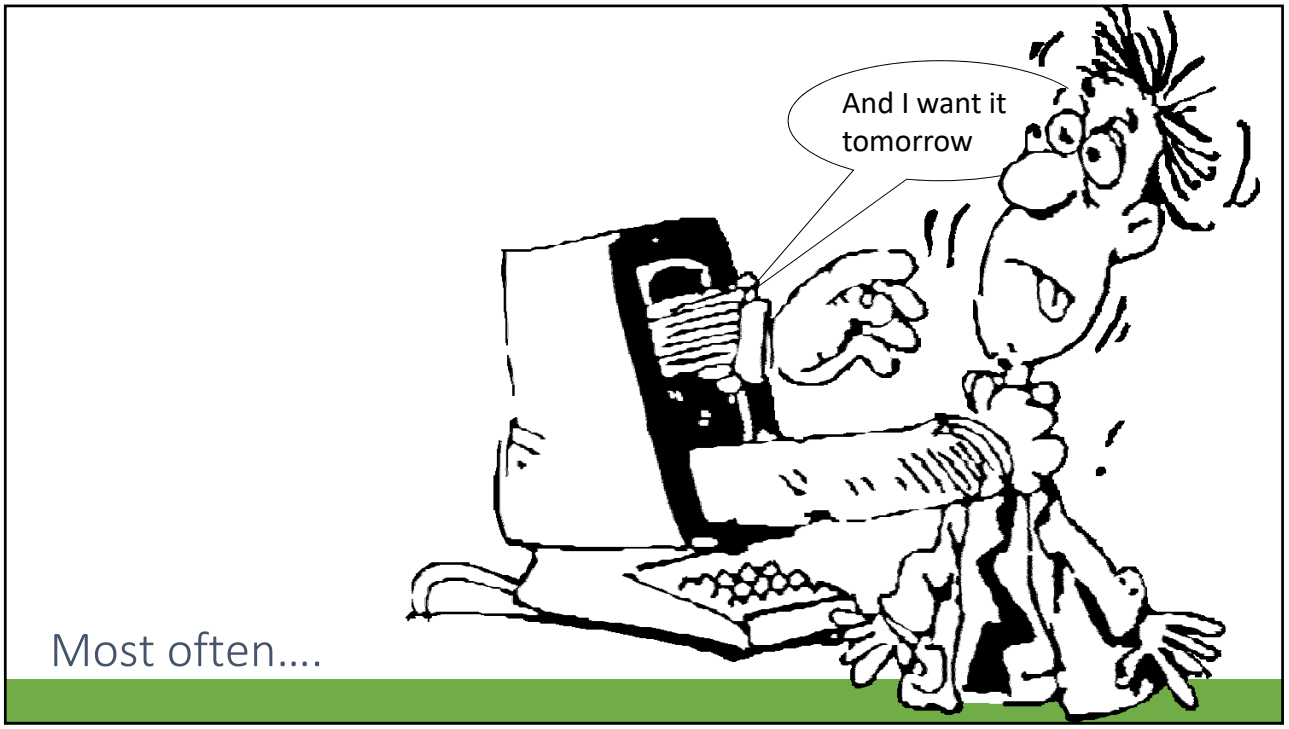
THE REQUEST

Why do people come to the training department?

Sometimes….

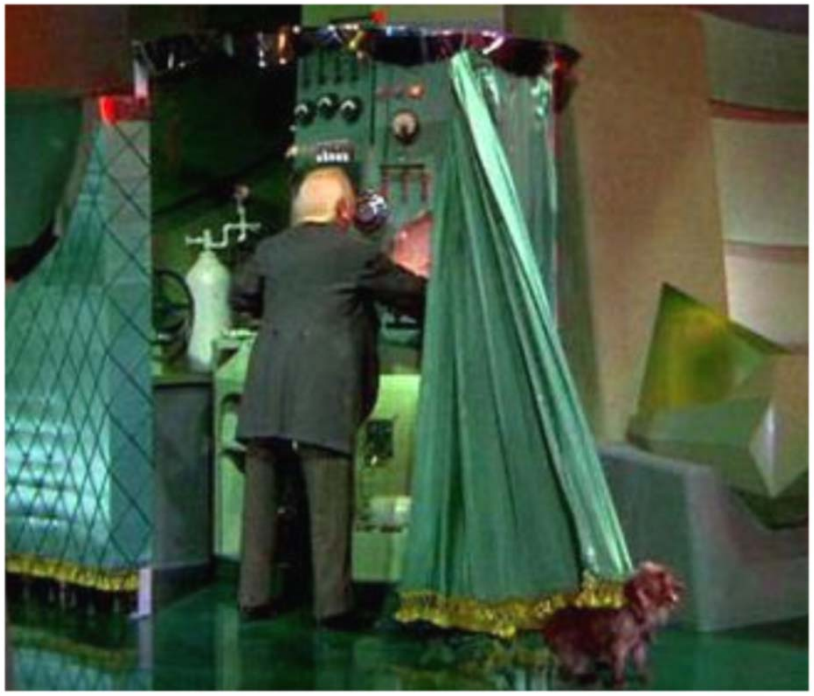
Sometimes…

Other times….



Most often….

On those days you feel like this.



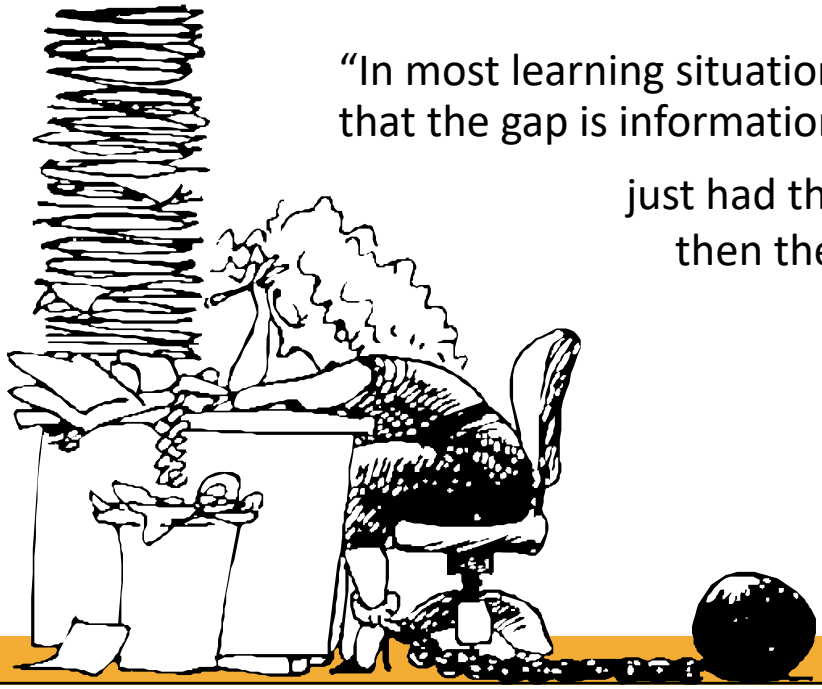
They believe….

Unless you want to be an order taker you need to ask….

STEP ONE

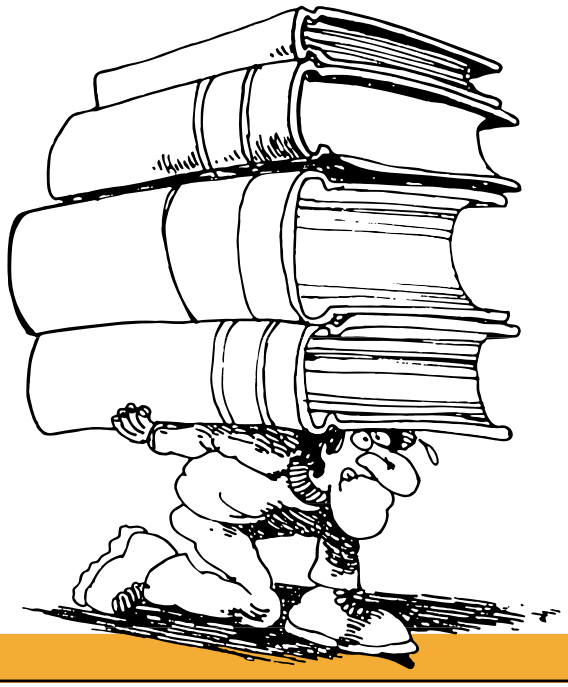
Clearly identify the problem

What's wrong?

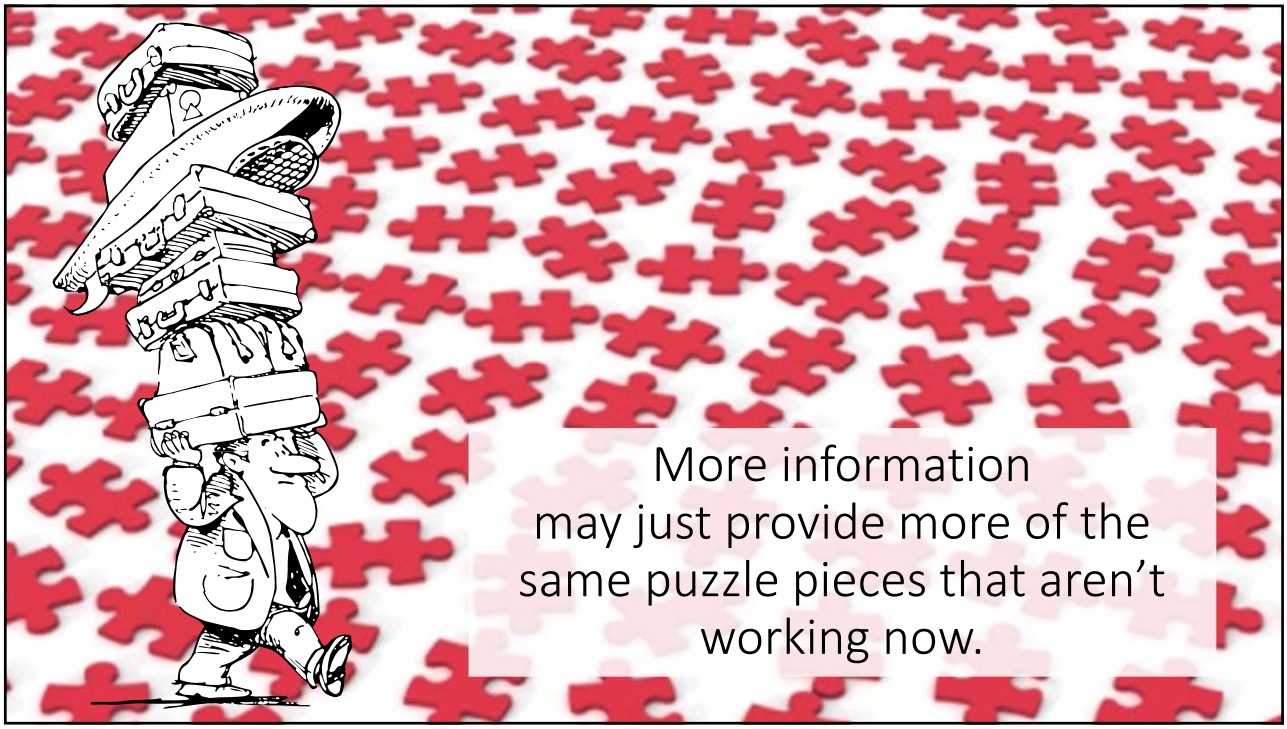


"In most learning situations, it's assumed that the gap is information – if the learner just had the information, then they could perform."

-Julie Dirksen
Design For How People Learn



"In most learning situations, it's **assumed** that the gap is information – if the learner just had the information, then they could perform."



We need to create the piece that solves the right problem

VOLUNTEER
VOLUNTEER
VOLUNTEER

It’s not better!!

mashroom5

Well this explains a lot.

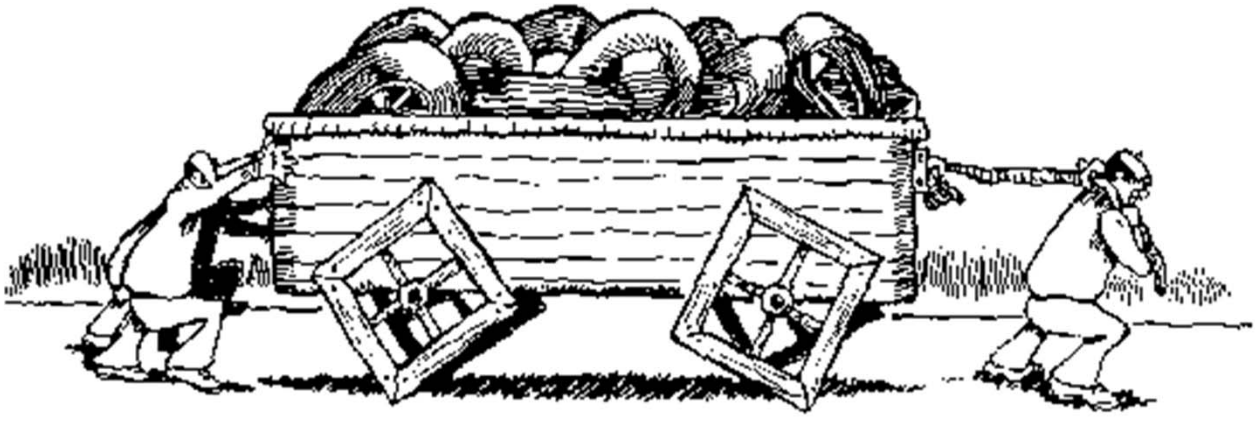
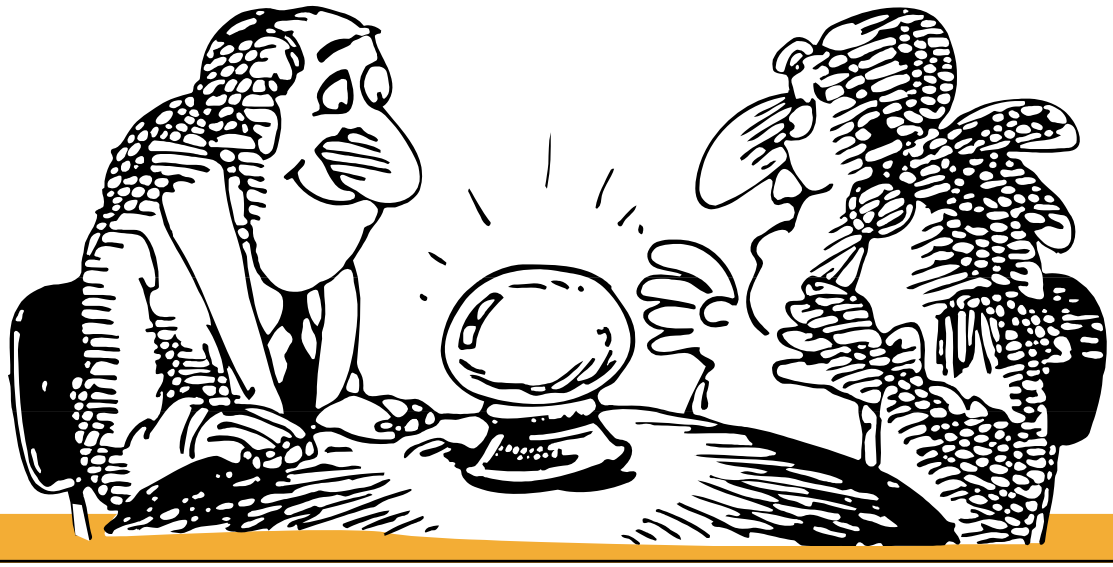


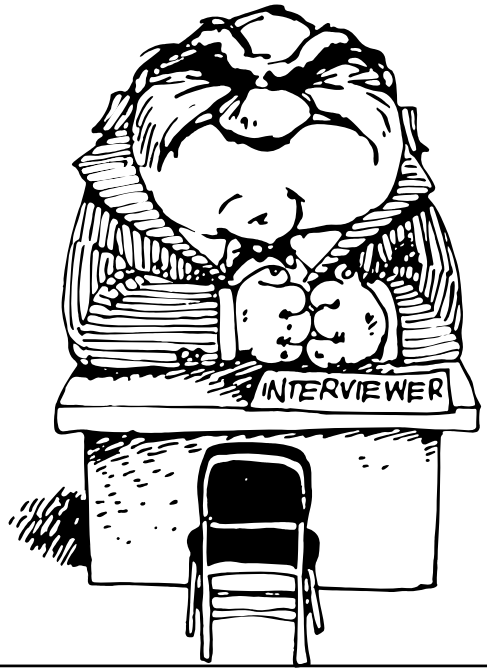
Illustration by Scott Simmerman www.squarewheels.com

An external view provides a different perspective

What's wrong?

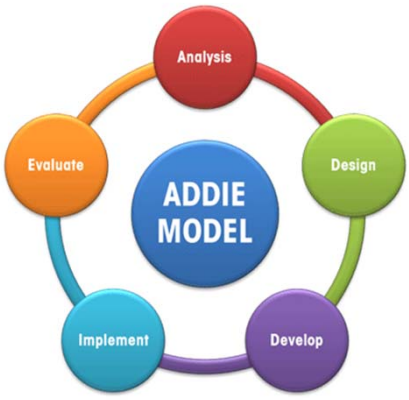
Acknowledge Your Role

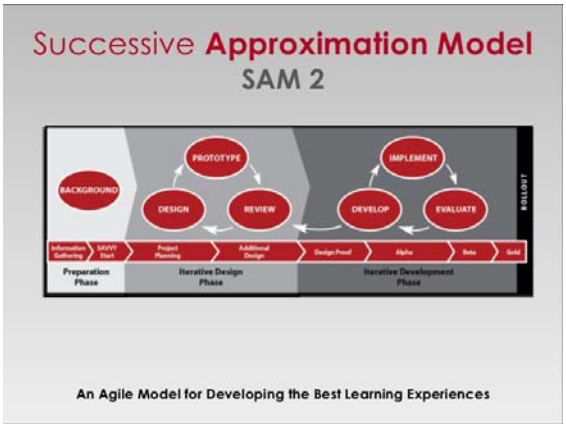




STATE THE PROBLEM IN A SENTENCE

If the problem cannot be stated in one sentence, it isn't clear enough to fix.





Training Development typically follows ADDIE or SAM

THIS IS THE BEGINNING OF A FOR ANALYSIS

Step Two

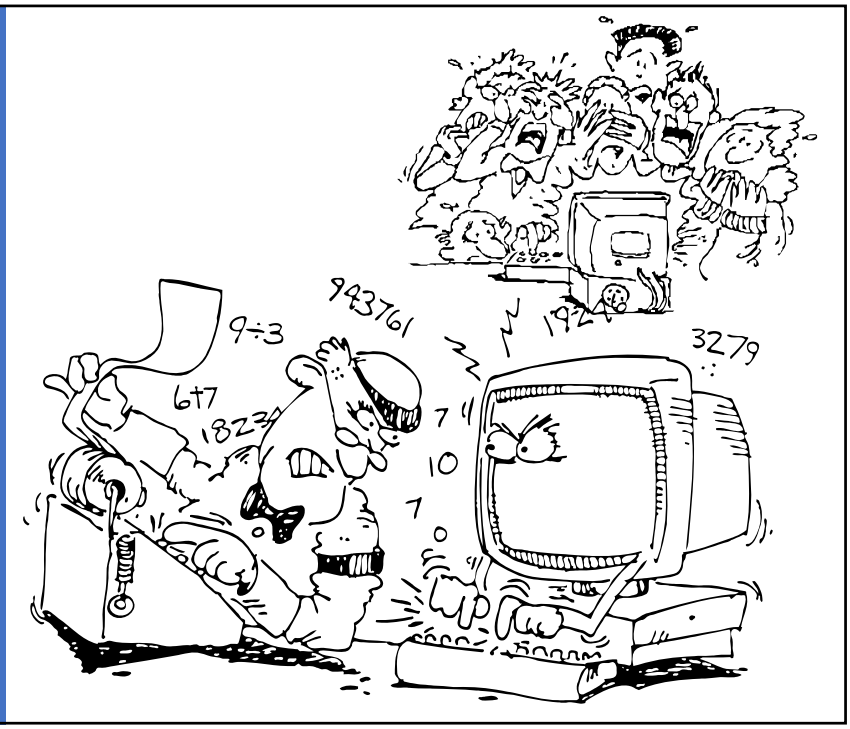
Examine the root causes

Ask why

Determine What's CAUSING the Problem

Ask

How it is Impacting the Business?



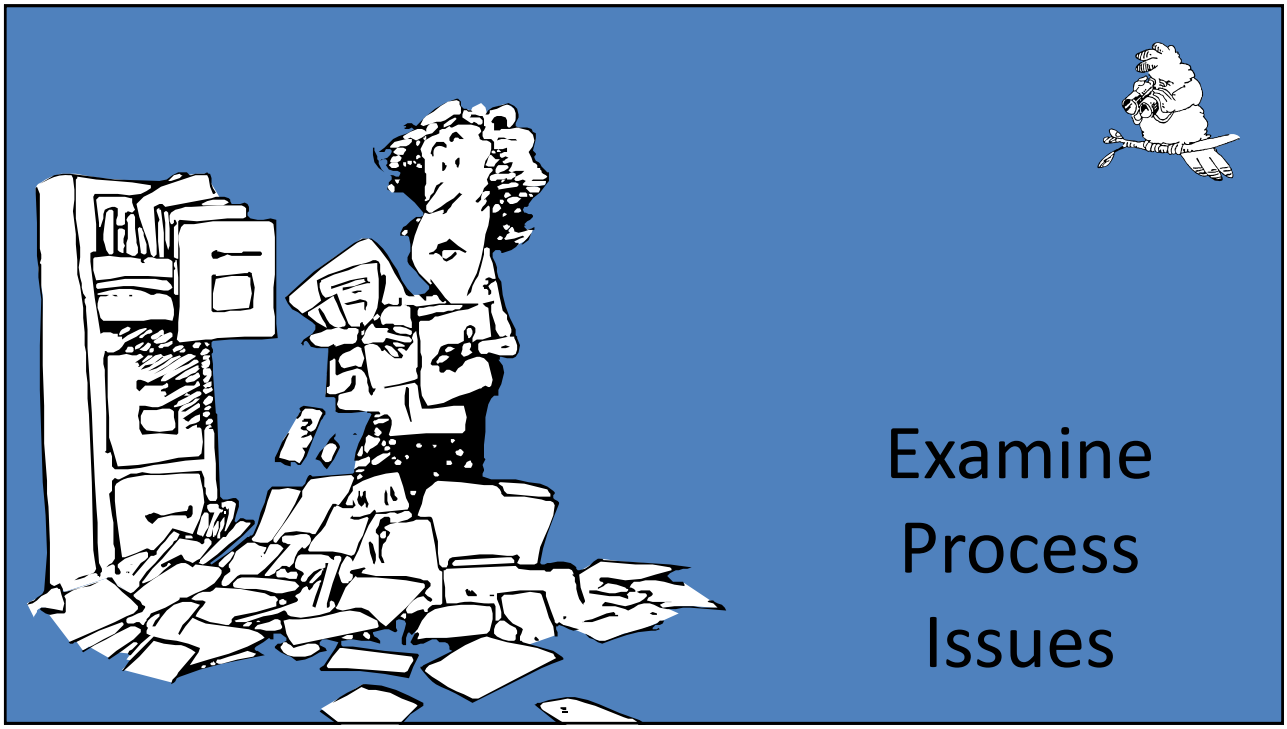
Look and Listen

Ask them what's wrong
SALE

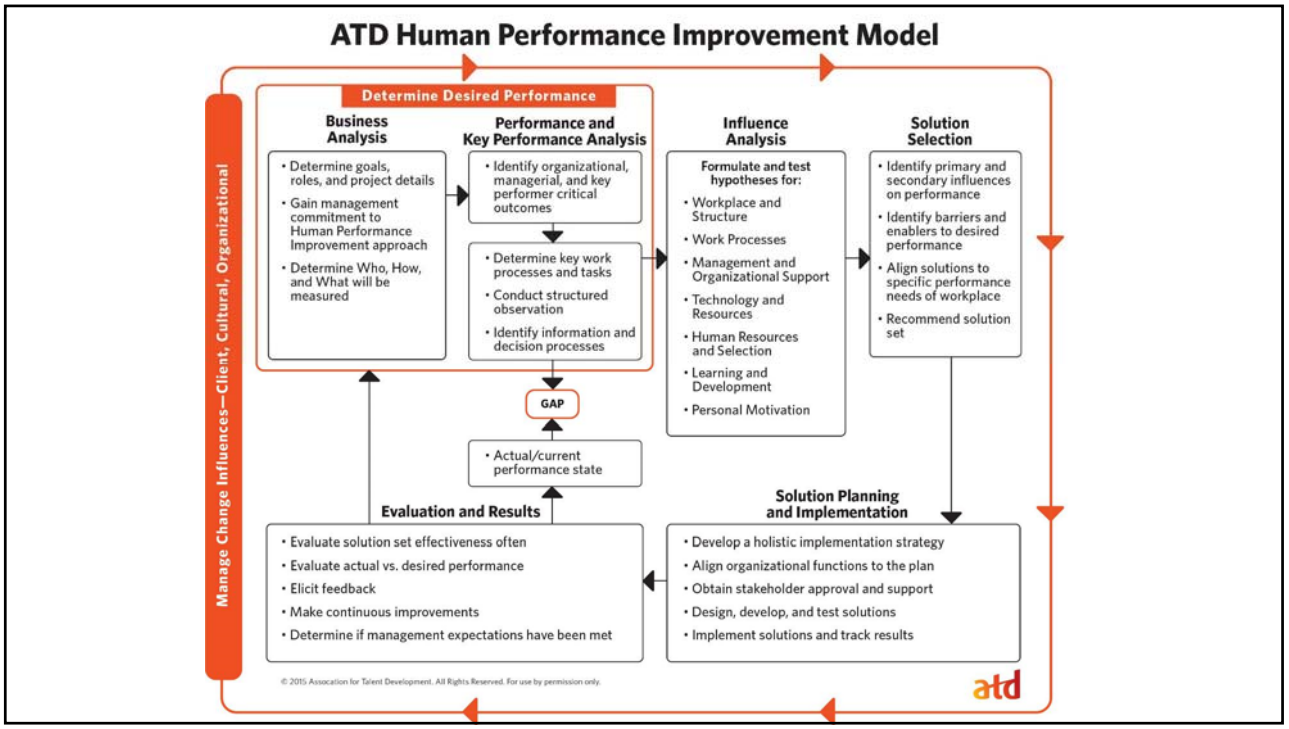
Look at
Exceptional
Performers

…And those who struggle
STOP
XING

I'VE GOT IT!
Look for Skill Gaps


Examine
Process
Issues

THE
BOSS
…and people
issues


ATD Human Performance Improvement Model
Manage Change Influences—Client, Cultural, Organizational
Determine Desired Performance
Business Analysis
• Determine goals, roles, and project details
• Gain management commitment to Human Performance Improvement approach
• Determine Who, How, and What will be measured
Performance and Key Performance Analysis
• Identify organizational, managerial, and key performer critical outcomes
• Determine key work processes and tasks
• Conduct structured observation
• Identify information and decision processes
GAP
• Actual/current performance state
Influence Analysis
Formulate and test hypotheses for:
• Workplace and Structure
• Work Processes
• Management and Organizational Support
• Technology and Resources
• Human Resources and Selection
• Learning and Development
• Personal Motivation
Solution Selection
• Identify primary and secondary influences on performance
• Identify barriers and enablers to desired performance
• Align solutions to specific performance needs of workplace
• Recommend solution set
Solution Planning and Implementation
• Develop a holistic implementation strategy
• Align organizational functions to the plan
• Obtain stakeholder approval and support
• Design, develop, and test solutions
• Implement solutions and track results
Evaluation and Results
• Evaluate solution set effectiveness often
• Evaluate actual vs. desired performance
• Elicit feedback
• Make continuous improvements
• Determine if management expectations have been met
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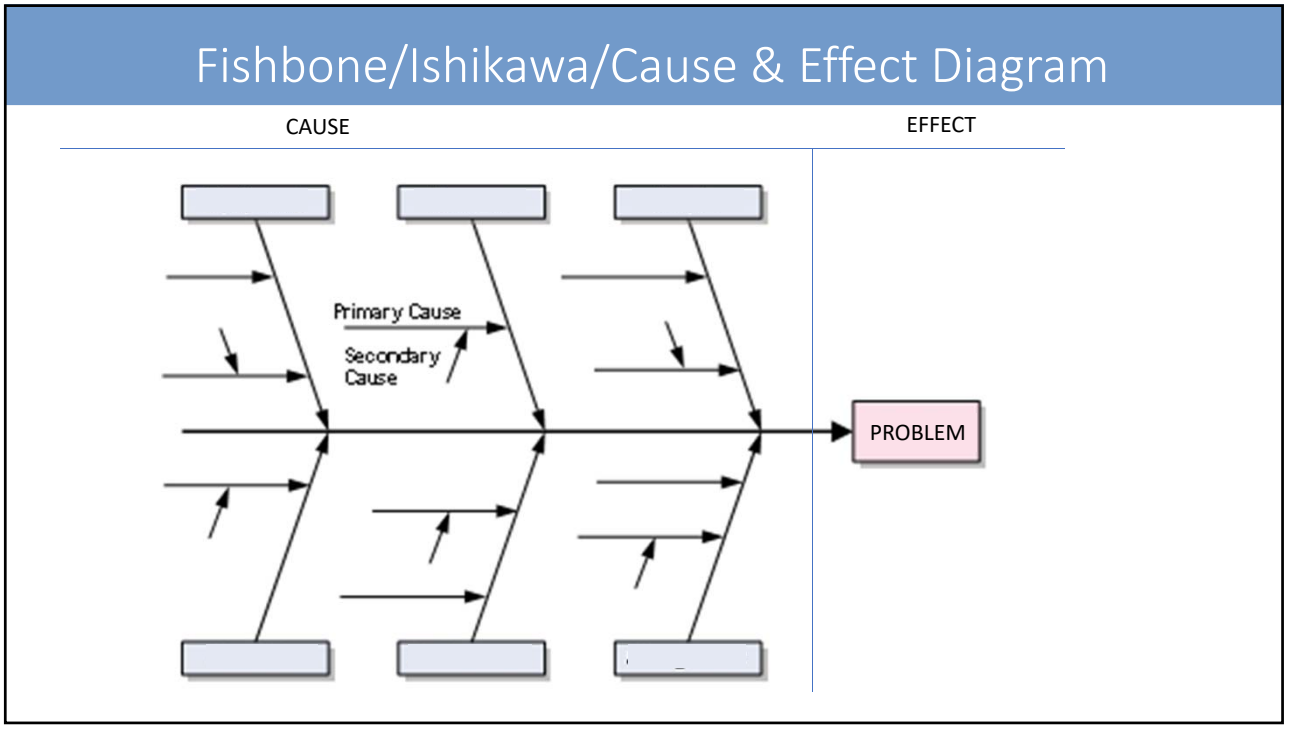
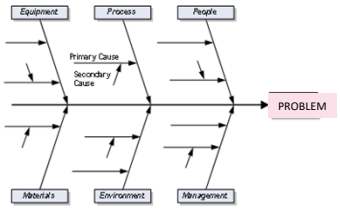
atd


Fishbone/Ishikawa/Cause & Effect Diagram
CAUSE
EFFECT
Primary Cause
Secondary Cause
PROBLEM

Fishbone/Ishikawa/Cause & Effect Diagram Categories

Define the Main Areas



4Ps
- Policies
- Procedures
- People
- Plant/Technology

6M (Used in Manufacturing)
- Man
- Materials
- Machine
- Methods
- Measurements
- Mother Nature (or environment).

Sometimes, additional categories are included:
- Management
- Money
- Maintenance.

8P (Used in Service Industries)
- Procedures
- Policies
- Place
- Product
- People
- Processes
- Price
- Promotion
- Physical Evidence
- Personnel
- Place
- Product (Service)
- Price
- Promotion
- Process
- Productivity & Quality

4S (Used in Service Industries)
- Suppliers
- Systems
- Surroundings
- Skills

Six Boxes – Carl Binder

External	**Expectations & Feedback** 1	**Tools & Resources** 2	**Consequences & Incentives** 3
Internal	**Skills & Knowledge** 4	**Selection, Assignment, Capacity** 5	**Motives & Preferences** 6

Consider your Findings

Is the issue:

- Knowledge
- Skill
- Motivation
- Environment
- Something else

Share your Findings

Restate the problem in a sentence

If the problem cannot be stated in one sentence, it isn't clear enough to fix.

Step Three

Determine what they need

Outline the solution

Ask Questions

Who needs the training?

What do they need to know and do?

When do they need to know and do it?

Where do they need to know and do it?

Why do they need to know and do it?

How do they need to know and do it?

Remember the answers

Who needs the training?

What do they need to know and do?

When do they need to know and do it?

Where do they need to know and do it?

Why do they need to know and do it?

How do they need to know and do it?

Define the Goal

In the end, the learners should know_____ and be able to (DO)_____.

If the goal cannot be stated in one sentence, it isn't clear enough yet.

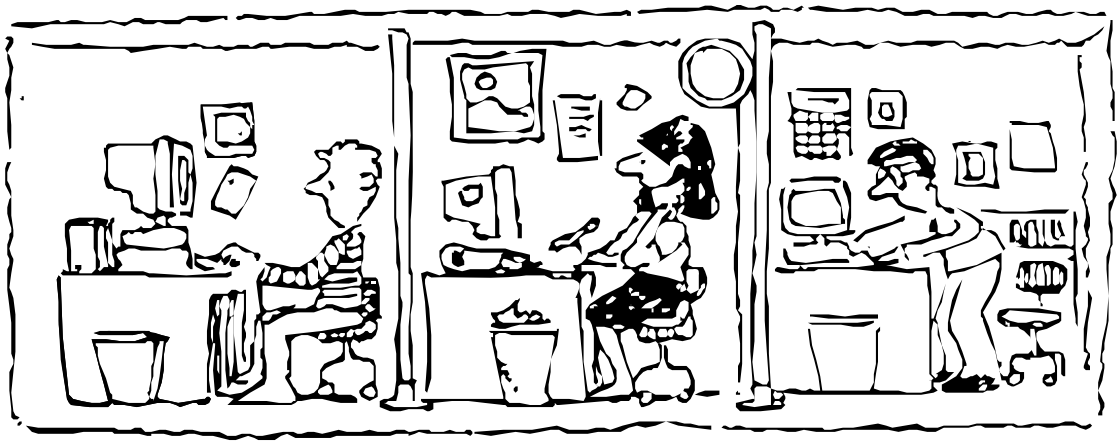
Define the Purpose

What do they need to be able to do?

- What do they need to know to be able to do it?
- How will you know when they are doing it correctly?

CONDITIONS

How well do they need to be able to do it?

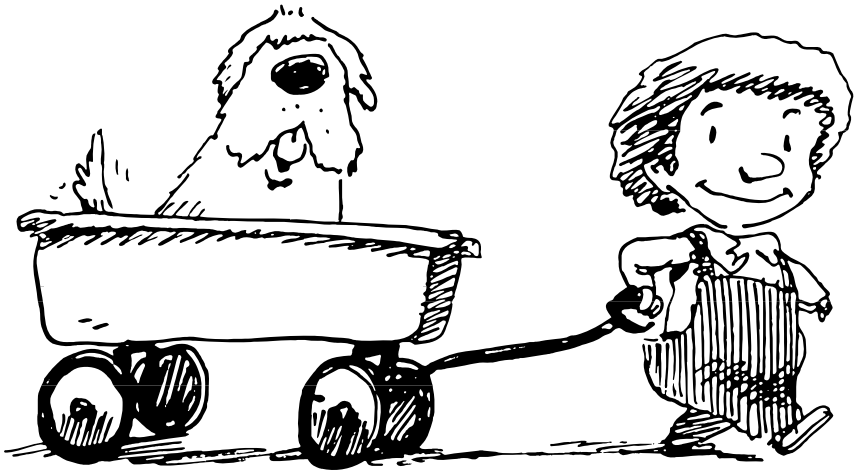


HOW PROFICIENT MUST THEY BE?

- Familiarization
- Comprehension
- Conscious Effort
- Conscious Action
- Proficiency
- Unconscious Competence

Gloria Gery, 1991

THINK JOB AID

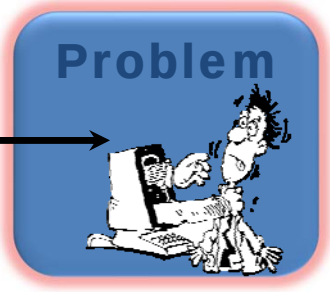


Don't build a spaceship when a wagon will do.

DEFINE THE PURPOSE OF THE SOLUTION

Course Goal

Purpose = Course Goal

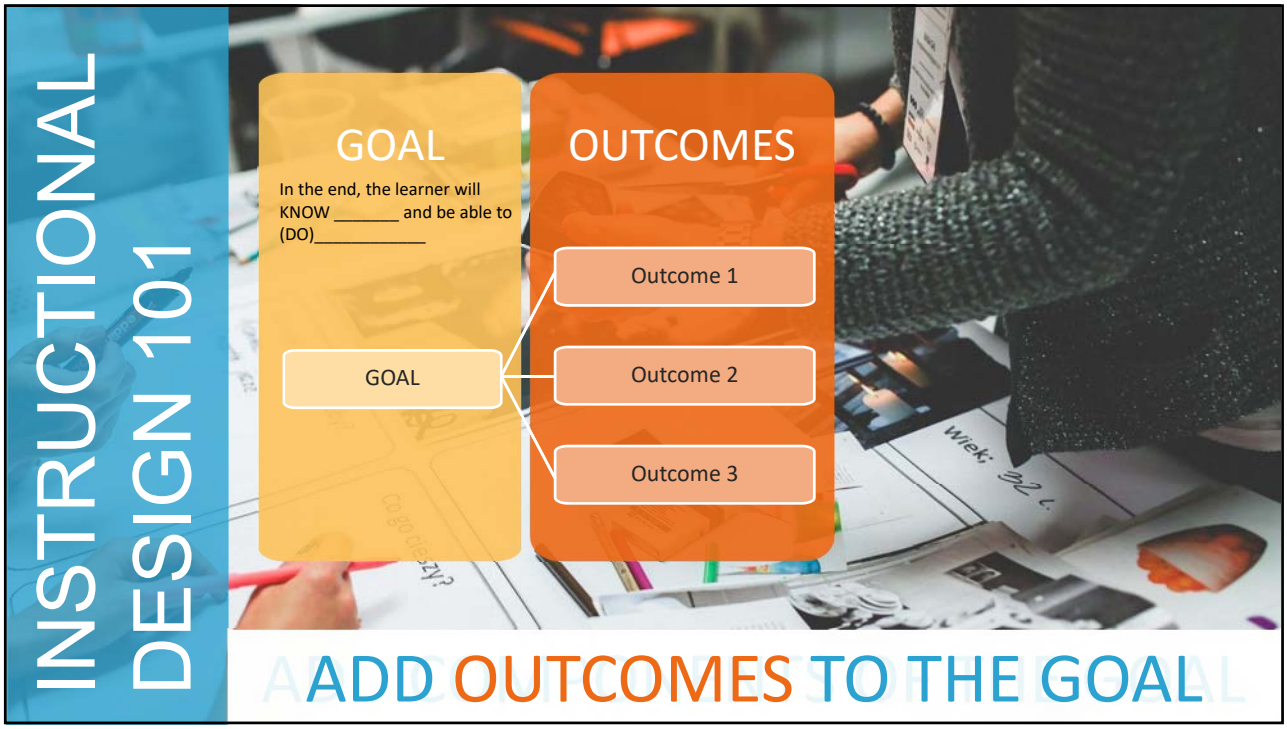


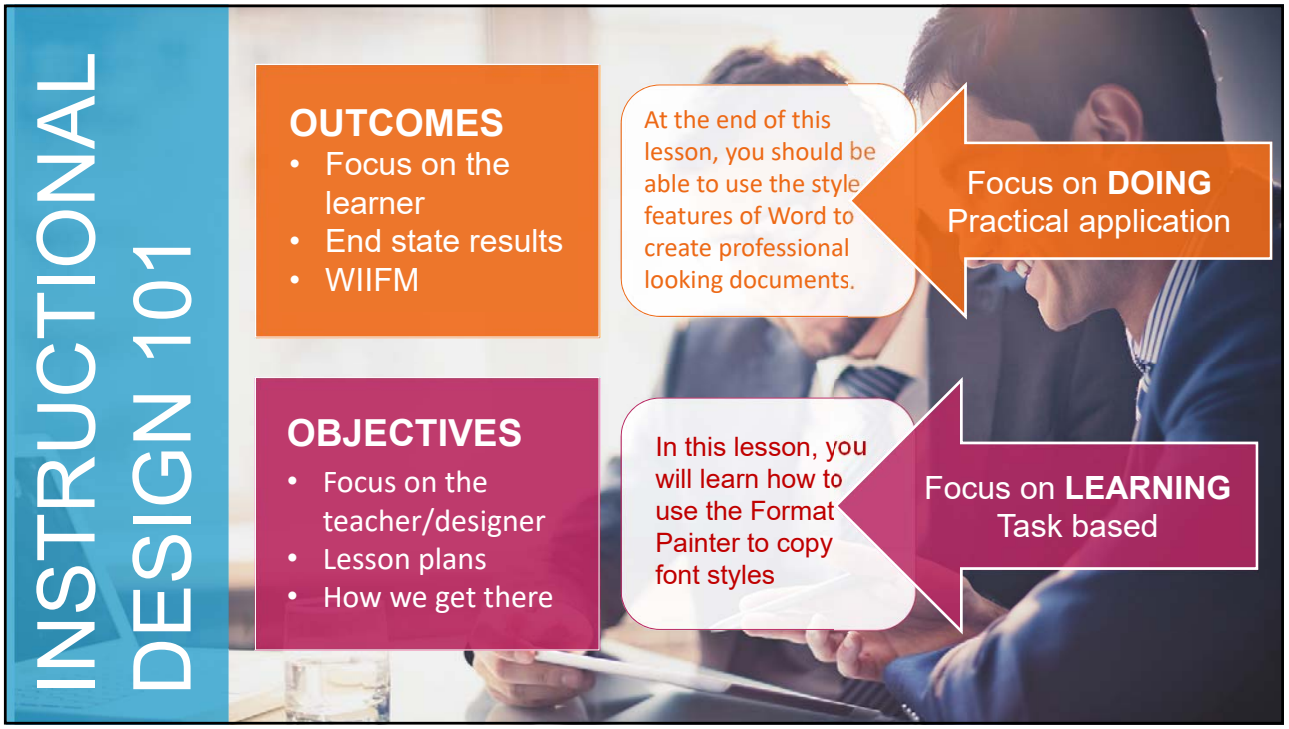
The course goal must address the problem

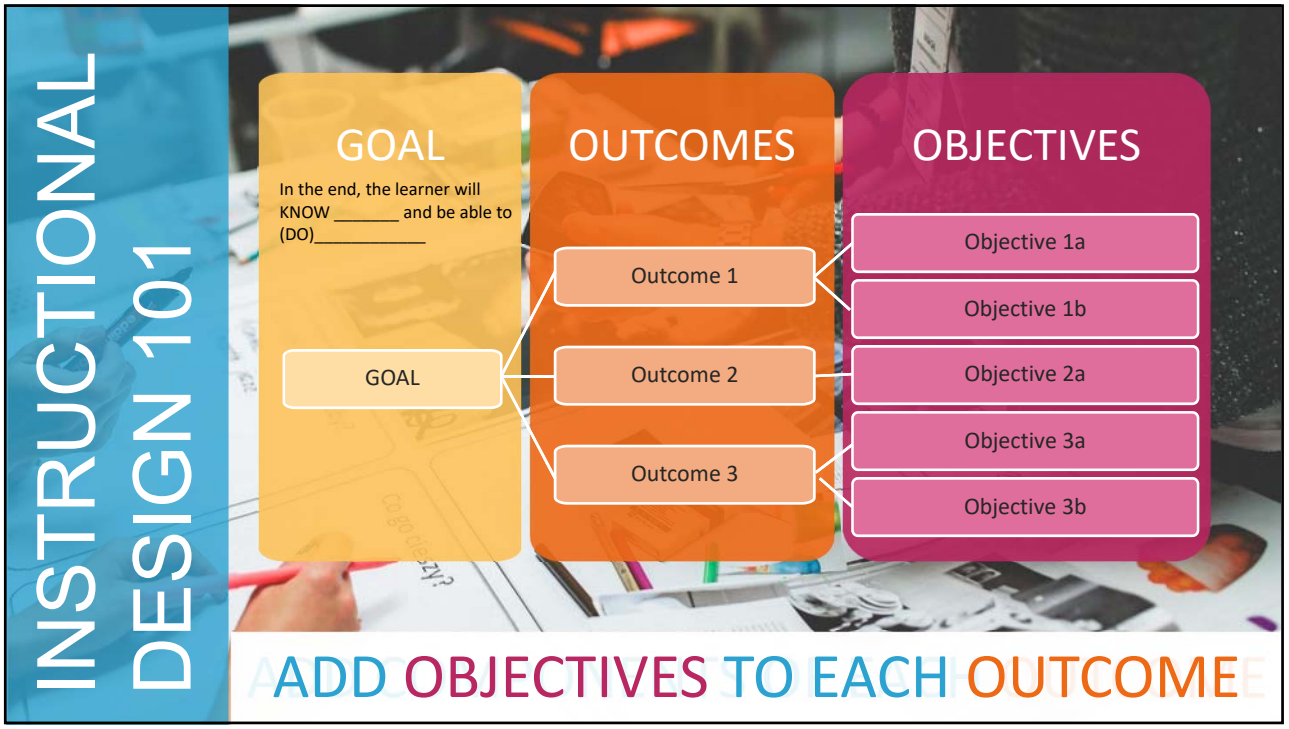
BRAINSTORM SOLUTIONS?

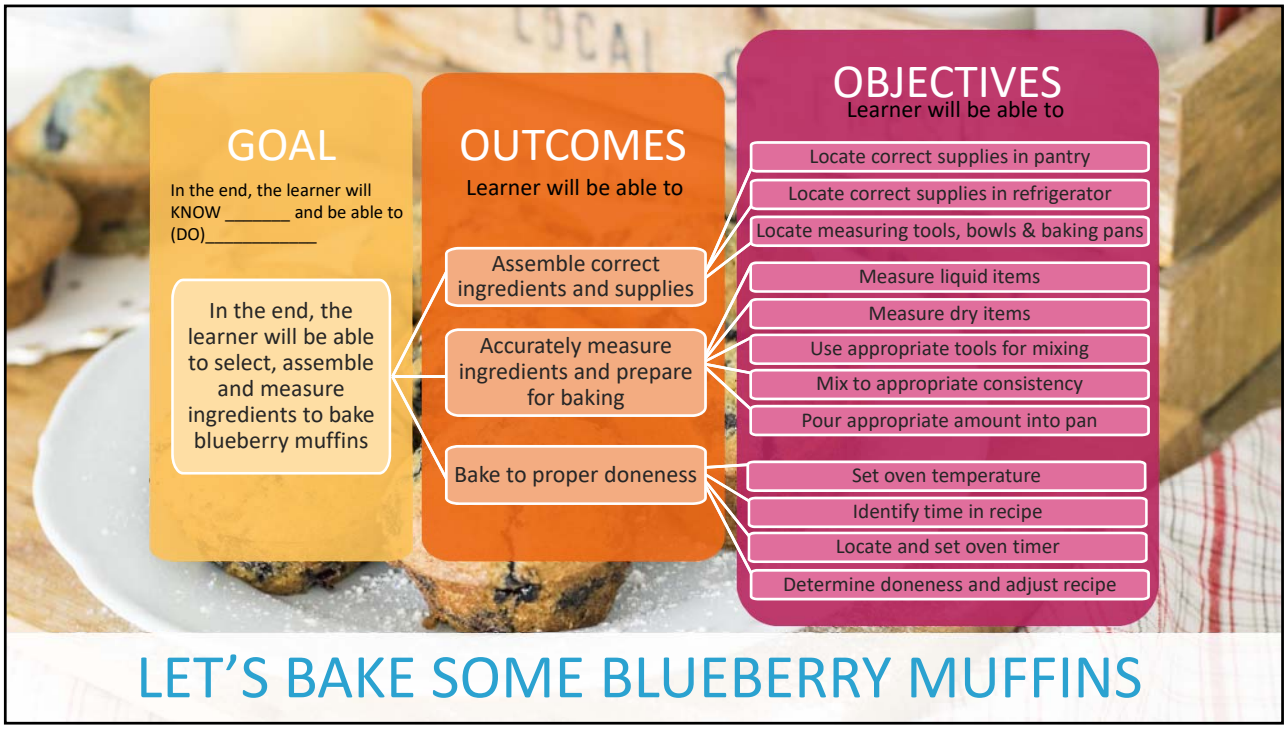
No! You need the picture of what you are building first.

INSTRUCTIONAL DESIGN 101
GOAL
In the end, the learner will KNOW _____ and be able to (DO)_____
GOAL
ESTABLISH THE GOAL


INSTRUCTIONAL DESIGN 101
GOAL
In the end, the learner will KNOW _____ and be able to (DO)_____
GOAL
OUTCOMES
Outcome 1
Outcome 2
Outcome 3
ADD OUTCOMES TO THE GOAL

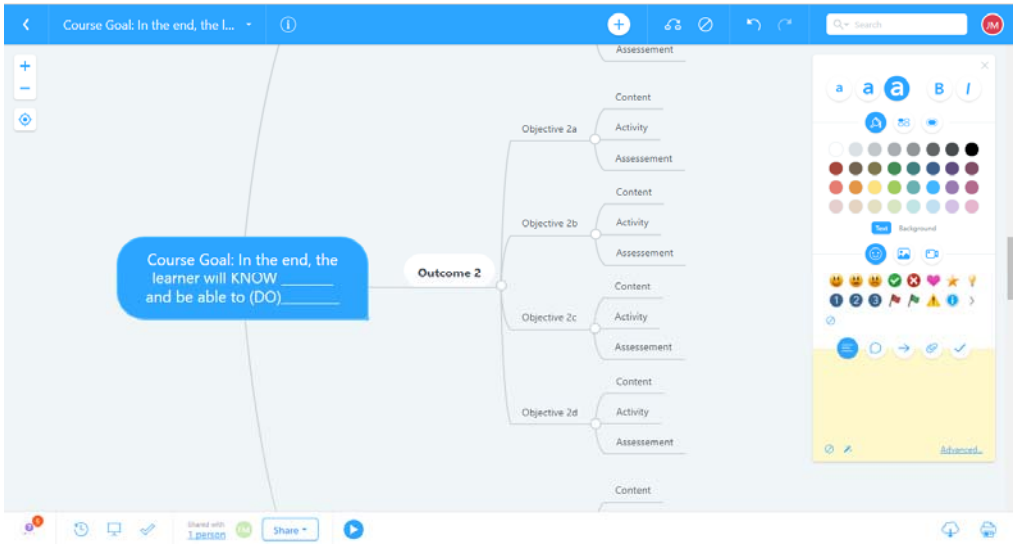

INSTRUCTIONAL DESIGN 101
OUTCOMES
• Focus on the learner
• End state results
• WIIFM
At the end of this lesson, you should be able to use the style features of Word to create professional looking documents.
Focus on DOING
Practical application
OBJECTIVES
• Focus on the teacher/designer
• Lesson plans
• How we get there
In this lesson, you will learn how to use the Format Painter to copy font styles
Focus on LEARNING
Task based


INSTRUCTIONAL DESIGN 101
GOAL
In the end, the learner will KNOW _____ and be able to (DO)_____
GOAL
OUTCOMES
Outcome 1
Outcome 2
Outcome 3
OBJECTIVES
Objective 1a
Objective 1b
Objective 2a
Objective 3a
Objective 3b
ADD OBJECTIVES TO EACH OUTCOME



USE MINDMAPPING

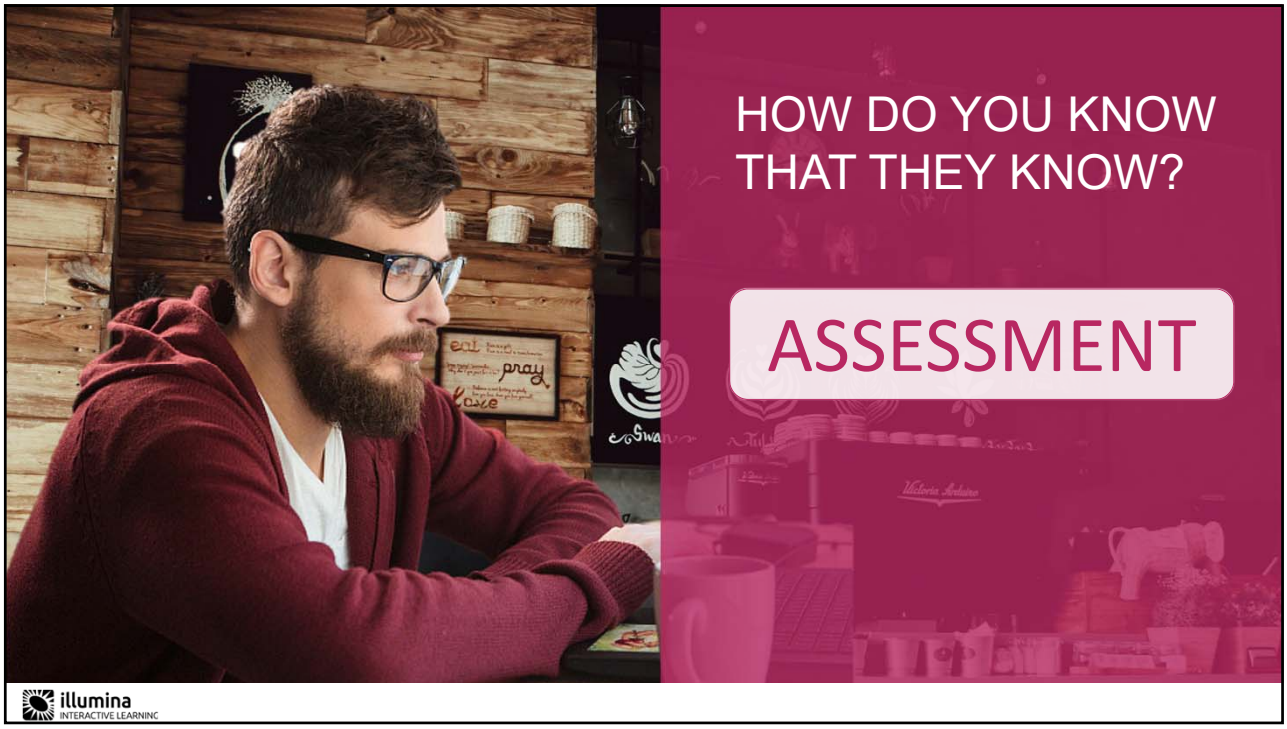
Mindmeister.com



Step Four

Define Success

Create the assessment

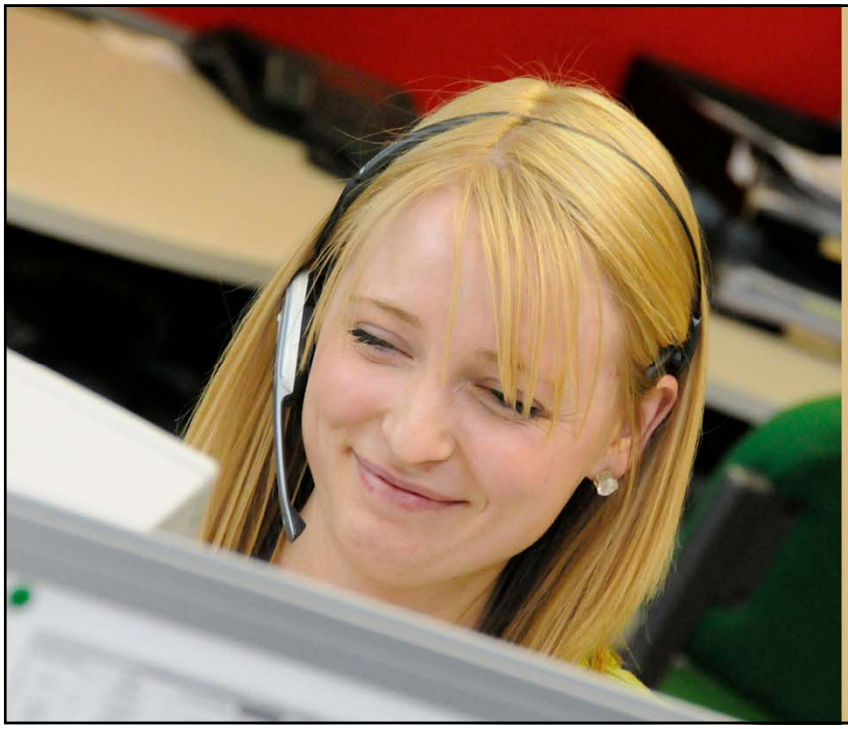


LEARNIN
Assessment
examines the
learner
Evaluation
examines the
course

Kirkpatrick Levels
ASSESSMENT
EVALUATION
Level 2
Did they learn it?
Knowledge
Level 3
Can they do it?
Behavior
Level 1
Did they like it?
Reaction
Level 4
Was it worth it?
ROI/ROE

Always ask

"What do you want the learner to KNOW and DO?"

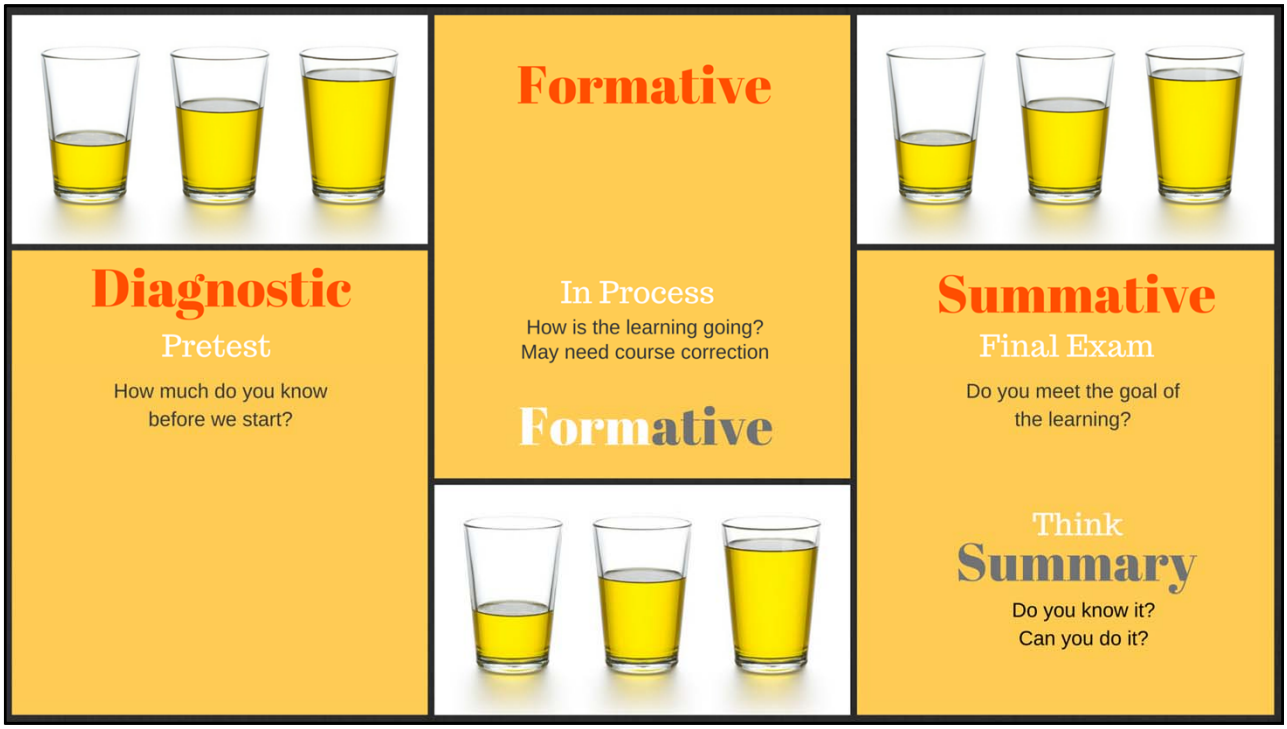


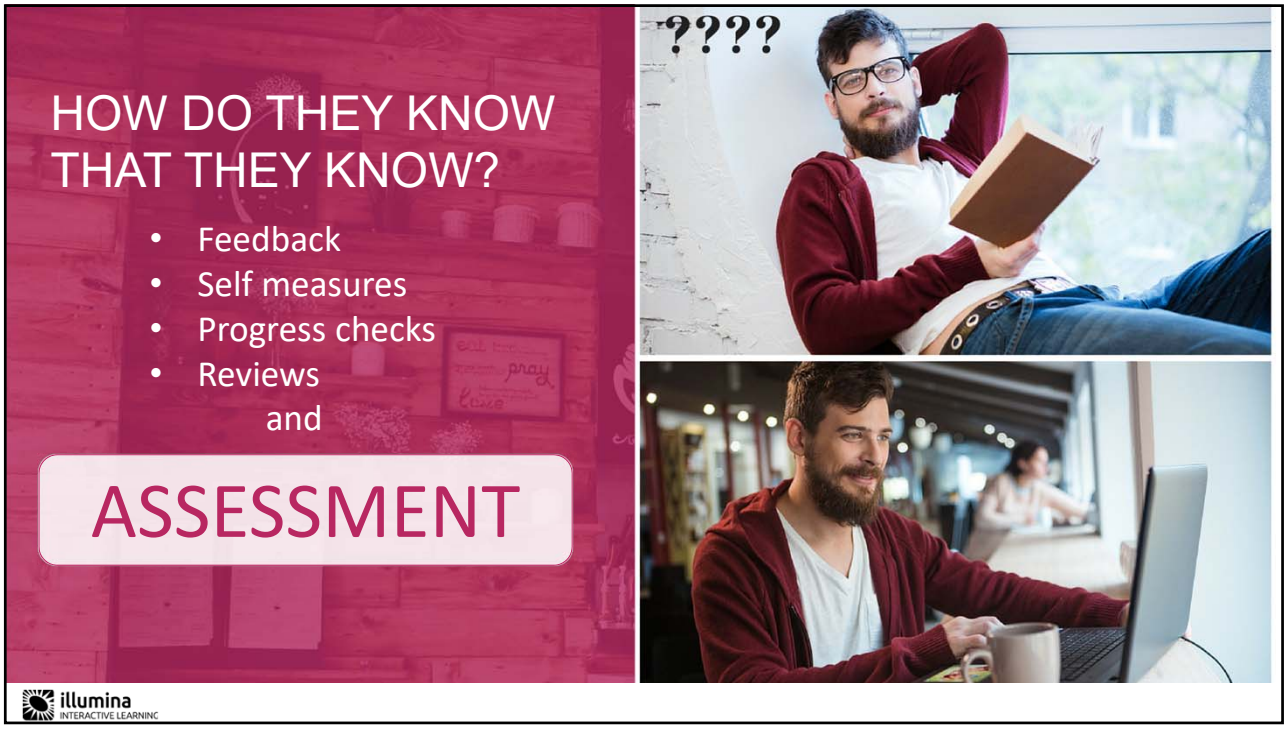
Authentic Assessment

only the best will do

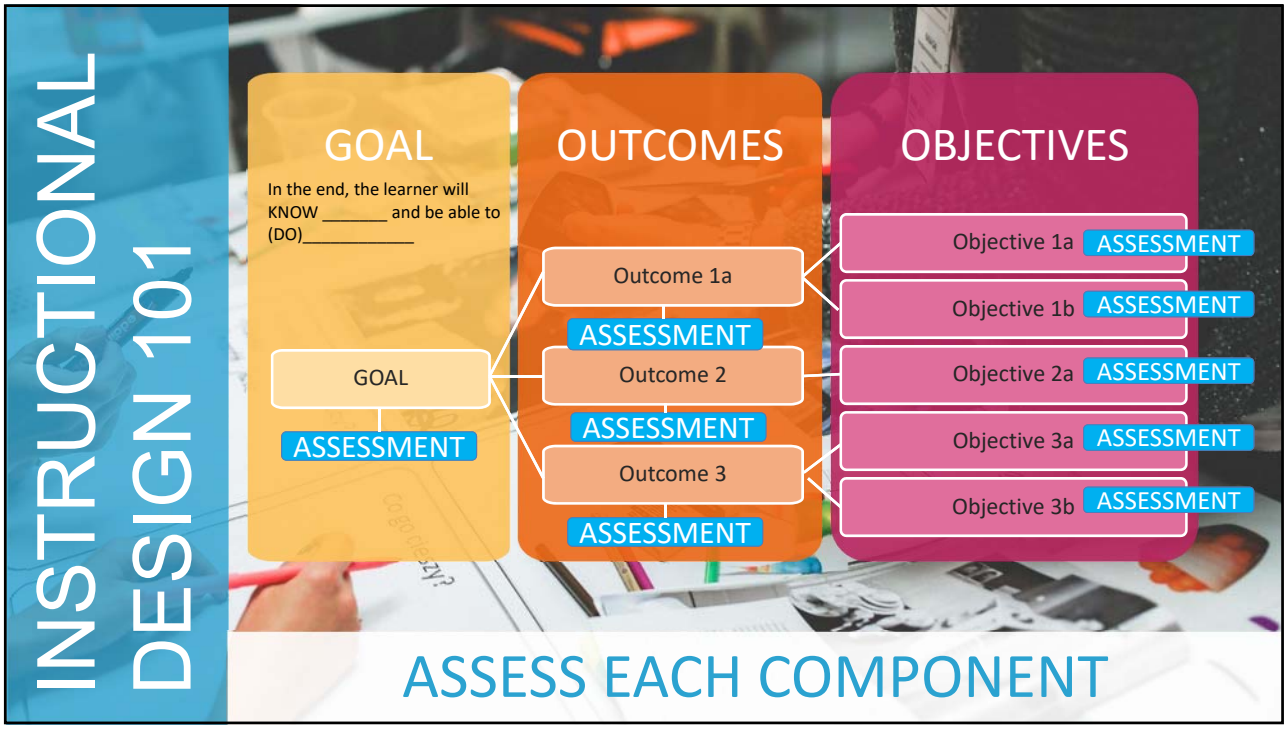
EXAMINES LEARNER ABILITY IN REAL WORLD CONTEXT

PROMOTES BETTER **TRANSFER** BACK TO THE JOB


Diagnostic
Pretest
How much do you know before we start?
Formative
In Process
How is the learning going?
May need course correction
Formative
Summative
Final Exam
Do you meet the goal of the learning?
Think
Summary
Do you know it?
Can you do it?


HOW DO THEY KNOW THAT THEY KNOW?
• Feedback
• Self measures
• Progress checks
• Reviews
and
ASSESSMENT
????
illumina
INTERACTIVE LEARNING

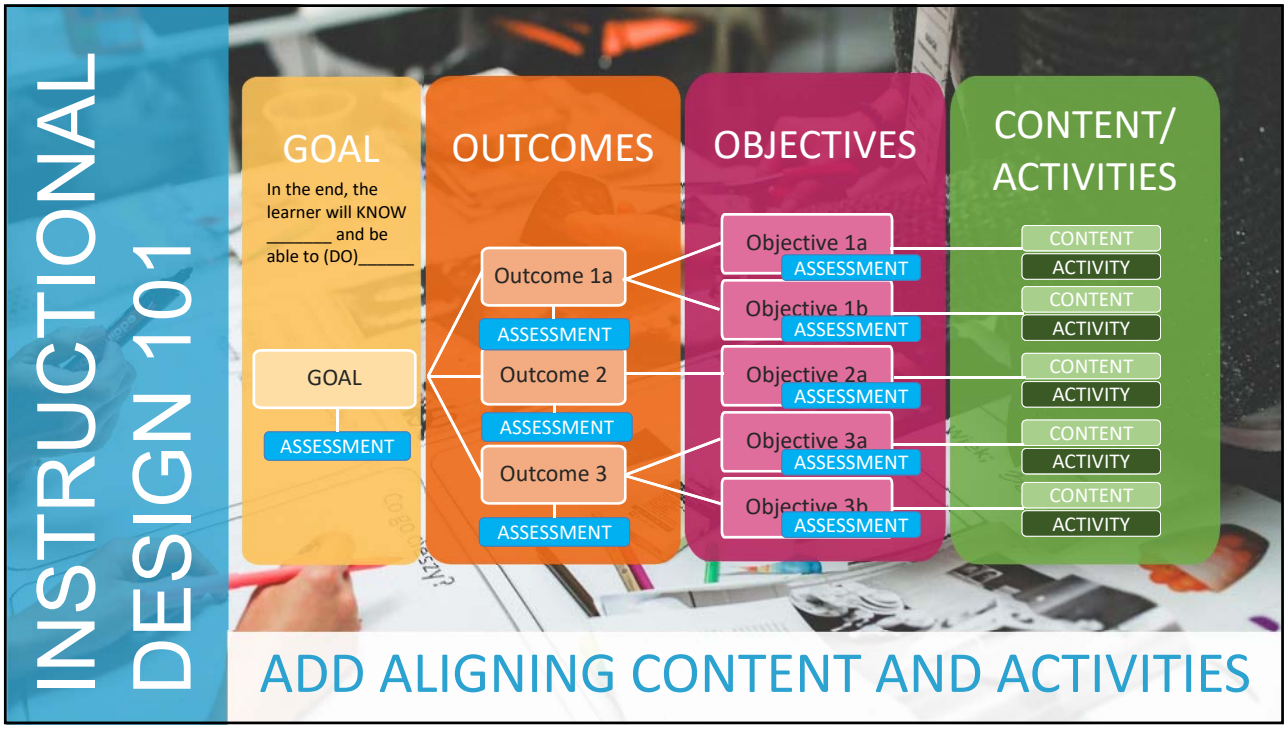
????
Eureka!
No sweat
HOW DO YOU KNOW THAT THEY KNOW THAT THEY KNOW?
illumina
INTERACTIVE LEARNING


INSTRUCTIONAL DESIGN 101
GOAL
In the end, the learner will KNOW _____ and be able to (DO)_____
GOAL
ASSESSMENT
OUTCOMES
Outcome 1a
ASSESSMENT
Outcome 2
ASSESSMENT
Outcome 3
ASSESSMENT
OBJECTIVES
Objective 1a ASSESSMENT
Objective 1b ASSESSMENT
Objective 2a ASSESSMENT
Objective 3a ASSESSMENT
Objective 3b ASSESSMENT
ASSESS EACH COMPONENT

STEP FIVE

Content and Activities

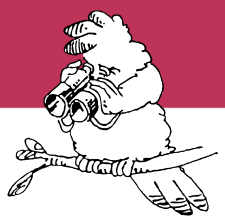
Add Information & Practice

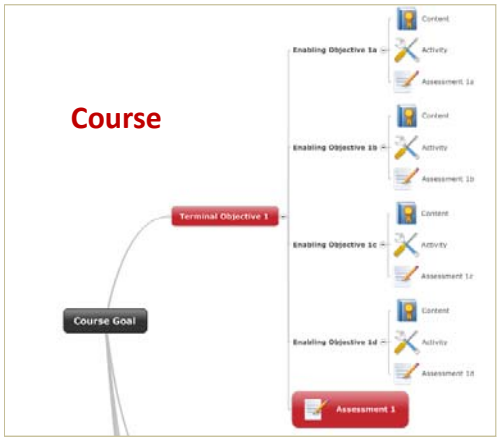


NOW YOU CAN BRAINSTORM!

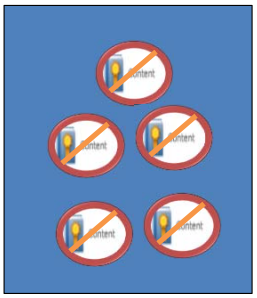
BEWARE OF SUBJECT MATTER EXPERT **BAGGAGE**

Is it aligned?

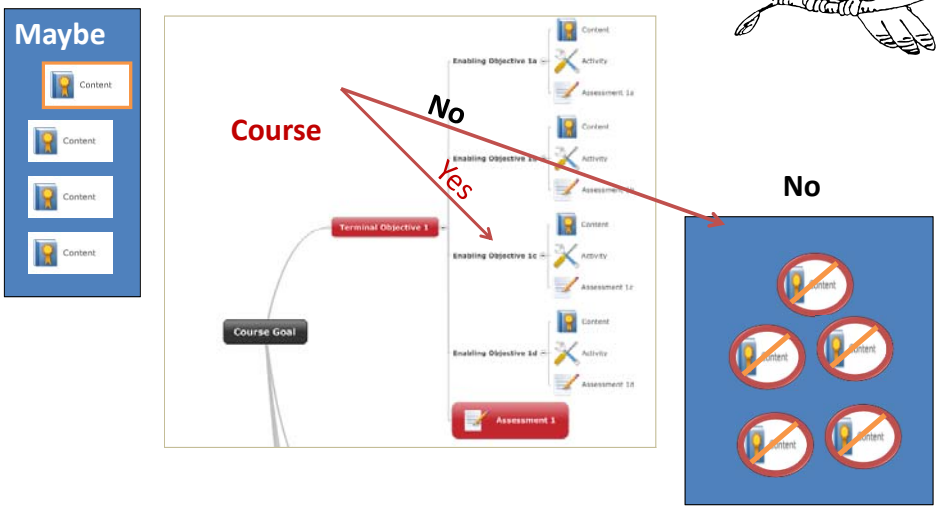




No



Is it aligned?



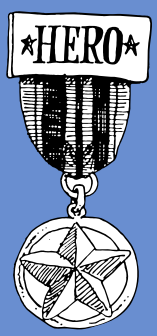
Step Six

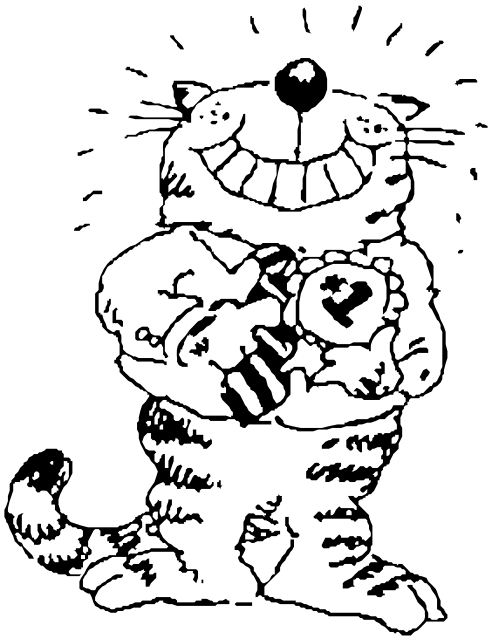
Take a Step Back

Check for Alignment

Remember the Goal!

Solving the Problem Makes Training the Hero!





STEP SEVEN

EVALUATION

LOOKING BACK

How did we do?

- Did they learn it?
- Can they do it?

Kirkpatrick Levels

ASSESSMENT		EVALUATION	
Level 2	Level 3	Level 1	Level 4
Did they learn it?	Can they do it?	Did they like it?	Was it worth it?
Knowledge	Behavior	Reaction	ROI/ROE

Review

1. **Clearly identify the problem**
   - Ask what's wrong
2. **Ask why**
   - Look for root causes
3. **Outline the Solution**
   - Determine what they need

Review

4. **Define Success**
   Create the Assessment
5. **Add Information & Practice**
   Organize Content & Build Activities
6. **Check for Alignment**
   Step Back and Review

Review

6. **Evaluate**
   How did we do?

The Moral of the Story

If you can't define the problem, don't create a solution!

Ensure the solution solves the actual problem