Creative Studies Graduate Student Master's Projects | International Center for Studies in Creativity

5-2014

# Training Creative Teams

Geoff G. Zoeckler Jr
geoffzoeckler@gmail.com

**Advisor**
Susan Keller-Mathers, Ed.D

To learn more about the International Center for Studies in Creativity and its educational programs, research, and resources, go to http://creativity.buffalostate.edu/.

Buffalo State College
State University of New York
Department of Creative Studies


*Training Creative Teams*



A Project in Creative Studies

by

Geoff G Zoeckler



Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science



May 2014

Buffalo State College
State University of New York
Department of Creative Studies


*Training Creative Teams*


A Project in Creative Studies
by
Geoff G Zoeckler


Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science


May 2014


Dates of Approval:

4-30-2014
_____

_____
Project Advisor

4-30-2014
_____

_____
Candidate

**Abstract**

This master's project presents creative principles, frameworks, materials, and online methodologies for the development of a new or updated training program within a team environment. Inspiration for the project was sourced from creativity research papers, publicly available training guides, popular business books, and my personal experience co-leading the Global Citizen Leadership program in partnership with the Center for Creative Leadership at two universities in India. The tools and materials shared throughout the project were focused towards the personal development of facilitation and core skills for the 55 person staff at SEEK Company. Creativity principles of autonomy, team resource, and failure were used for the creation of all materials and training frameworks. Key findings have been shared to help extend the project's impact to a broader set of organizations and learning environments.

_____

_____
Date

**Copyright Notice**

**Acknowledgements:**

# Dedication

I'd like to dedicate this paper to my wife Kristen and daughters Lily, Maddy, and Bella.

Kristen, you inspire me to be a man with vision, integrity, and a strong work ethic. You encourage me to brave the unknown and reach farther then I believed my feet could take me.

Lily, Maddy, and Bella; you brighten every day and provide the world a model for limitless creativity, fearless adventure, and endless love for one another.

# Table Of Contents

# Table Of Figures

**SECTION ONE: BACKGROUND TO THE PROJECT**

CFO asks CEO: "What happens if we invest in developing our people and then they leave us?"

CEO: "What happens if we don't, and they stay?"

**Rationale For Choosing The Project**

The justification for choosing to take on this project came about due to expediting

significant growth at SEEK Company (www.SEEKcompany.com) and a partnership that I

created with Design Impact (DI) in Cincinnati (www.d-impact.org) and the Center for Creative

Leadership (CCL) in Greensborro, NC (www.ccl.org).   In 2013, SEEK Company grew from a

staff of 25 to about 50 creating a huge need for the development of a formal training program.

Then in August 2013, I was contacted by Ramsey Ford co-founder of Design Impact, and I was

asked if I would take over his role in the design and execution of a 6 month long training

program for 50 faculty and 250 MBA students. When I presented the opportunity to the

leadership at SEEK Company, it was decided that I would devote around 30% of my time

working with Design Impact moonlighting as a Social Innovation Specialist and would then

work to use my experience to create a SEEK training program in 2014.

The program in India, called Global Citizen Leaders (GCL), was highly reviewed in its

first year at WE School (http://www.welingkar.org/) and iFEEL university

(http://www.ifeel.edu.in/) but there were improvements desired for year two.  Lyndon Rego,

Global Director of Leadership Beyond Boundaries at CCL, and Ramsey Ford created the year

one structure shown in Figure 1.

Figure 1: Three-phase breakdown of the 2012-2013 Global Citizen Leadership Program (Stawiski, 2013). Used with permission of Lyndon Rego, CCL.



A complete summary of the year one program was created by CCL Senior Research Associate

Sarah Stawiski and can accessed online at

http://www.ccl.org/leadership/pdf/aboutCCL/WeSchool.pdf.

My role in the year 2 program was to provide design and execution of innovation and

creative problem solving training methods for both faculty and students.   Lyndon Rego was to

remain the main contact for the program and would be responsible for the design and execution

of leadership training content.

Through my efforts in this program, I learned much about developing "train the trainer"

programs as well as providing a structure for individual and team based practice of new skills.

### Description of Project

Over the course of the master's project, I completed my training efforts in India,

conducted additional research, and used what I learned to create a multi-touch point training

program within SEEK.  The project includes the creation of training principles (including

guidance for conducting good practice), identification of the most useful physical materials,
development of an electronic/ online training component, and sharing of various general program
frameworks to execute the training.

**Focus Areas Prioritized:**

1) Create Training Principles

2) Design Individual and Team Training Frameworks

3) Identify or Create Physical Materials For Training

4) Prototype an Online Training Methodology

**SECTION TWO: PERTINENT LITERATURE**

Throughout my involvement with CCL and DI, I was exposed to a lot of new materials and concepts. It seemed that each trip to India put me in a position to teach faculty and students a new topic that I had just started to learn for myself. Therefore, I went through a steep learning curve for several months and during the completion of my master's project. I needed to dig into Design Thinking, empathy, storytelling, interviewing, prototyping, and personal branding to share a few examples. As with any learning experience, I worked to gain knowledge along the way from past literature sources as well as new materials that I collected. Many of these materials were inspirational to the formation of my project objectives. In addition to the materials that I reviewed for the GCL program, I also reviewed books, movies, and articles specific to the goal of leading training efforts.

I have provided a short summary of the literature and other inspiration as it relates to answering the following questions based on my 4 focus areas:

1) How to create training principles

2) How to design individual and team training frameworks

3) How to identify or create physical materials for training

4) How to prototype and online training methodology

**How to Create Training Principles**

One of the greatest parts of my experience in the GCL program in India was my exposure to Lyndon Rego and all of the knowledge that he brought from CCL. During my first trip to India in October 2013, I was able to participate and help lead a 3-day, facilitation training session. I was exposed to learning models such as the Anatomy of a Learning Experience, Four Learning Tactics, Levels of Mastery, and Fixed vs Growth Mindsets. Additionally, the 4MAT

and Kolb Model for Experiential Learning were shared as stimulus for developing a good

learning experience.  Discussion and figures 1-10 summarizing these models have been

provided.

The Anatomy of a Learning Experience shown in Figure 2 is a simple way to

communicate that there will be a time of discomfort and performance may actually decrease.  For

example, kids learn how to get from point A to B quickly by running.  If the goal were to

decrease the time it takes to get to point B, riding a bike would be a good option.  However,

when a child chooses to learn to ride a bike, knees may get skinned and the time it takes to get to

point B actually becomes longer until the skill is fully learned.

Figure 2: Anatomy of a Learning Experience (Center for Creative Leadership, 2001).  Used with
permission from Lyndon Rego, CCL.
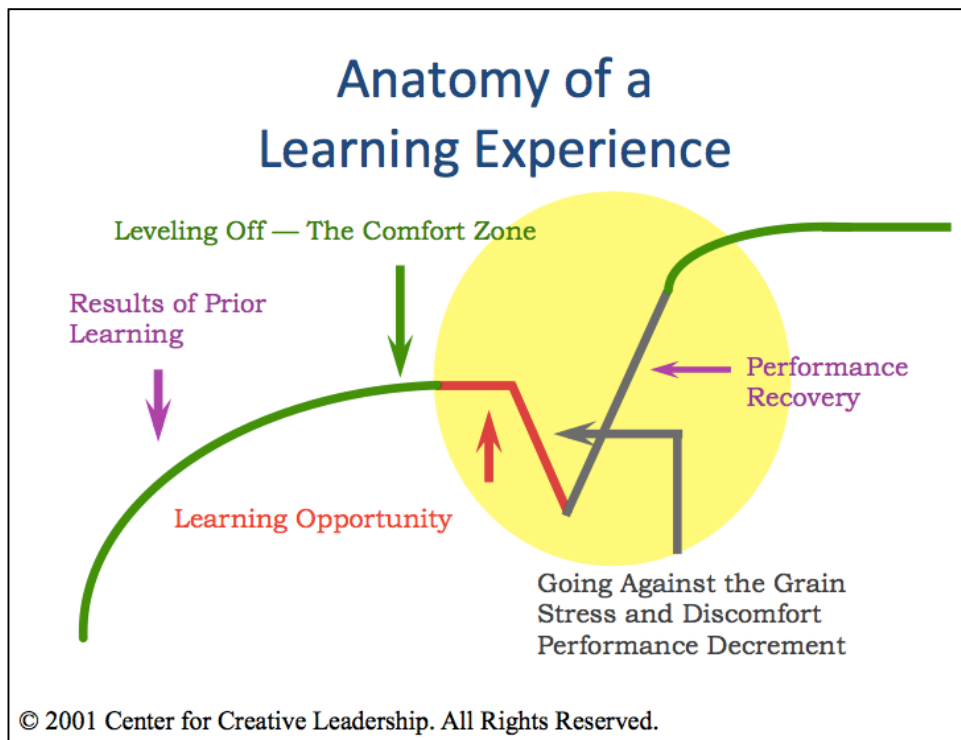


The methods of learning a new skill can be summarized using the Four Learning Tactics

diagram shown as Figure 3.  When choosing how a participant should learn a new skill, you

should consider all four methods: codified knowledge, learning conversations, learning by doing, and reflection.

Figure 3: Four Learning Tactics (Center for Creative Leadership, 2001). Used with permission from Lyndon Rego, CCL.
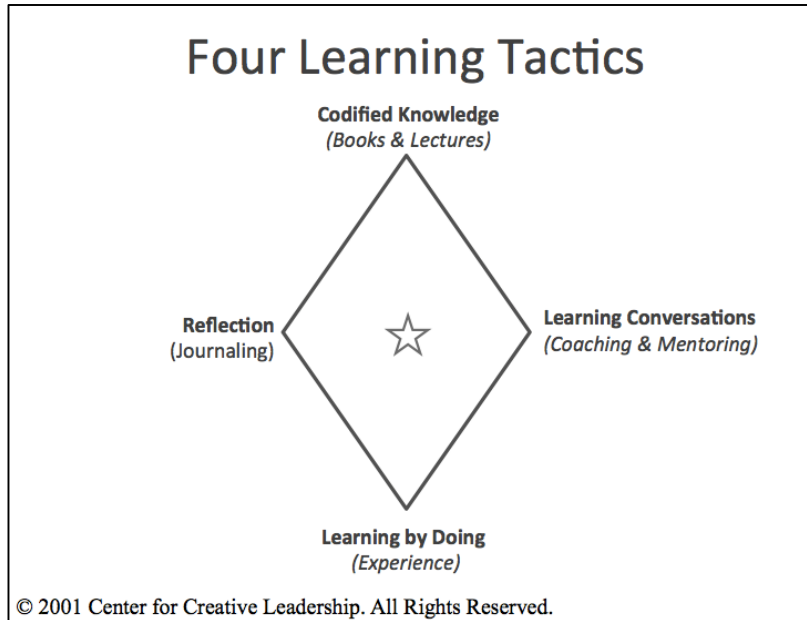


To advance your skill in a certain area and work towards gaining mastery, one must acknowledge that the time required and complexity of the task will increase. Figure 4 shares the various levels that a learner may go through plotted on a graph by considering the time required verses complexity of the task.

Figure 4: Level of Mastery Overview (Center for Creative Leadership, 2001). Used with permission from Lyndon Rego, CCL.
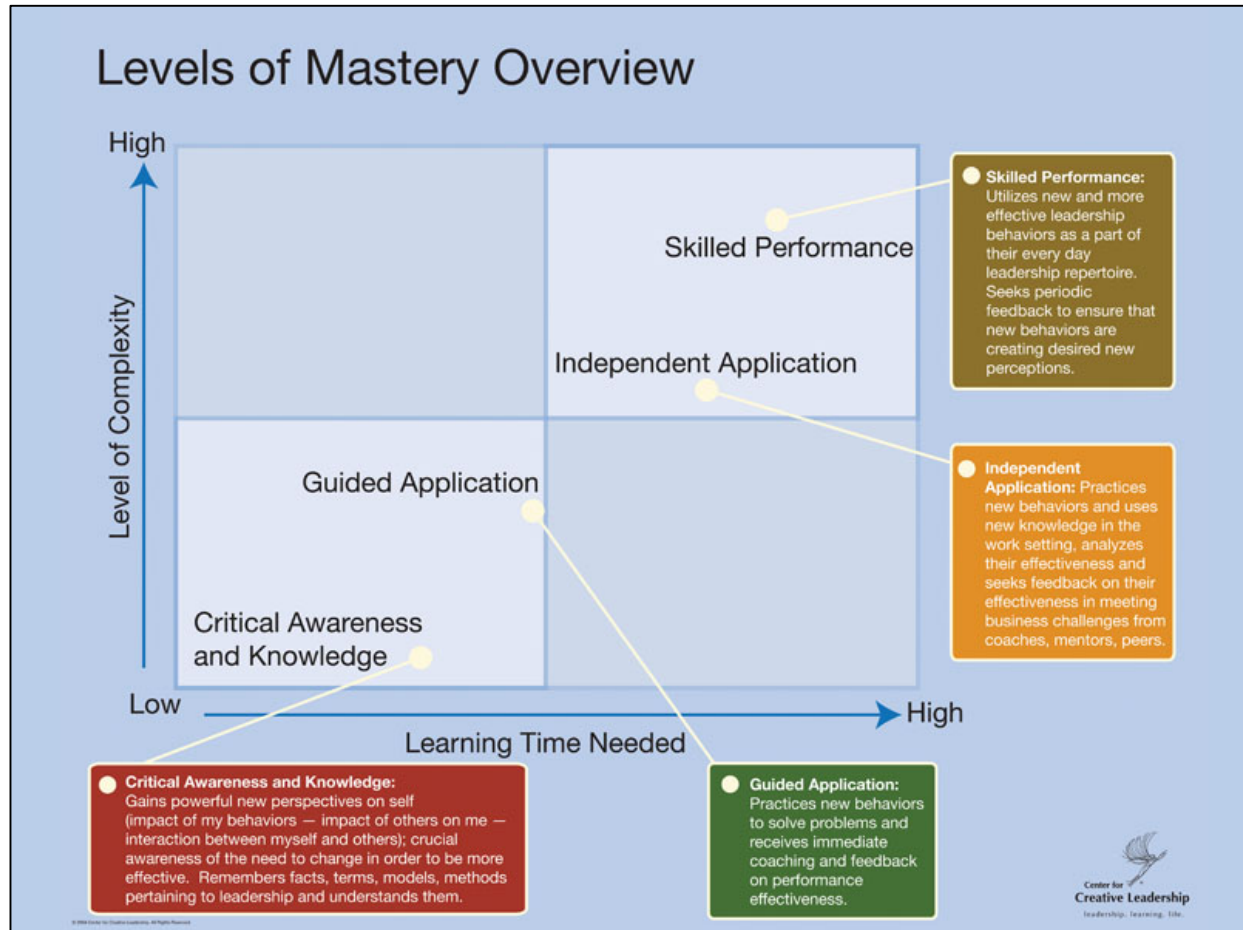


Learning anything requires taking on a certain mindset. A popular way to communicate this is that learning requires a Growth Mind-set (Dweck, 2007). Figure 5 is a summary based on Dweck's work that is intended to help communicate the difference between having a Fixed verses a Growth Mind-set. The figure is provided with permission from Nigel Holmes and is available for purchase at http://www.zazzle.com/mindsetworks.

Figure 5: Differences between learners with a fixed or growth mind-set (Dweck, 2007). Printed with permission from Nigel Holmes.
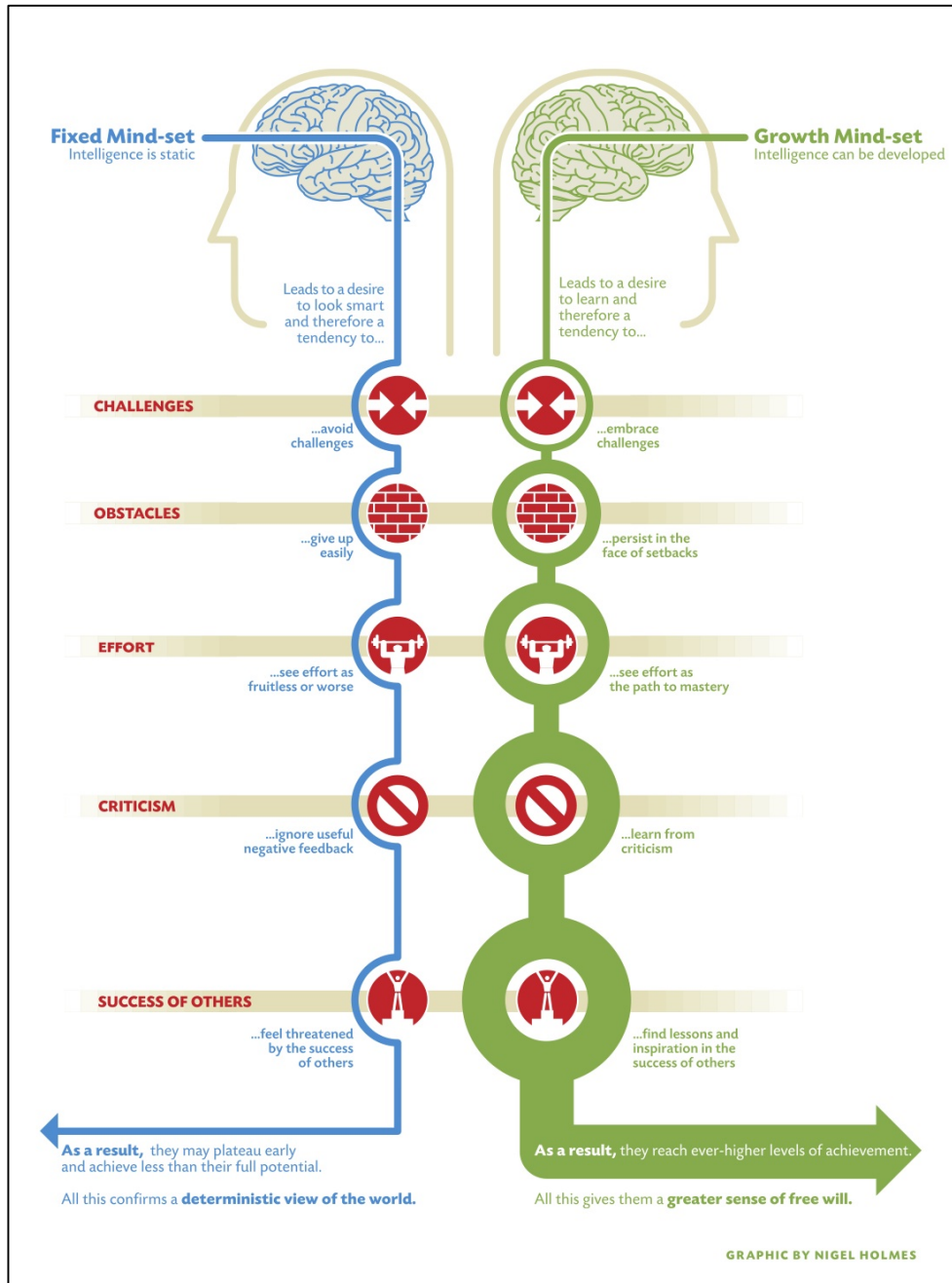


Considering the needs of each learner is a critical step when setting off to design a training program.  While there are many ways to consider the needs of an individual, I found the 4MAT System (McCarthy, 1987) to be a compelling method.  The model has been in use for

over 20 years and lots of resources are available on http://www.aboutlearning.com/ to help

utilize the basic model presented in Figure 6.

Figure 6: 4MAT LEARNing preferences for individuals (McCarthy, B., 1987).  All four types of learners should be considered when designing a training program.
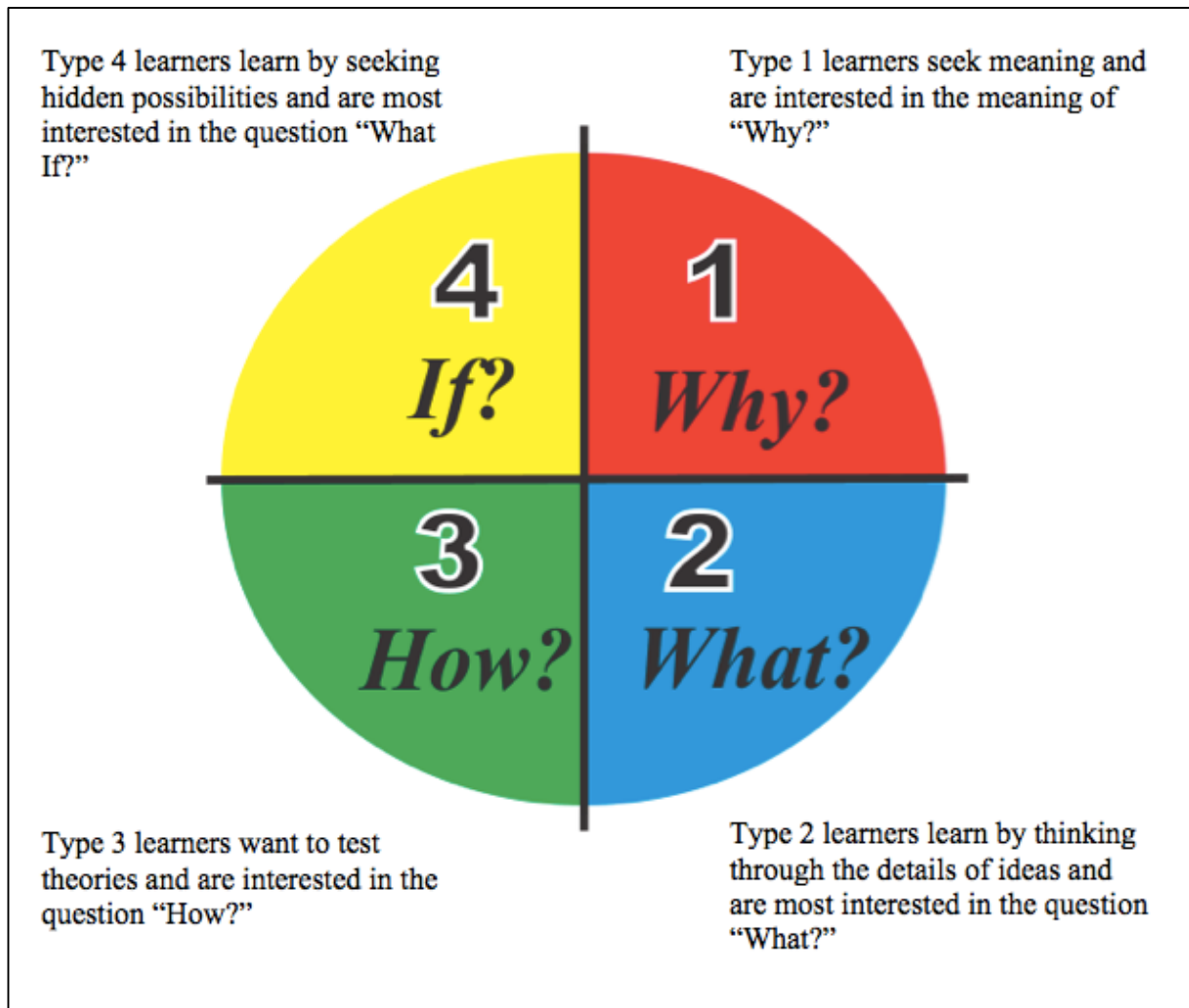


My experiences during the GCL program led me to believe that the most compelling

method for learning is to learn by doing. By starting with having learners use the skill that is

being taught, learning can be accelerated and energy will likely increase.  One theory that

supports this belief is Kolb's Experiential Learning Theory.  David Kolb developed an

experiential learning theory in 1984 that included thoughts on learning styles and methods.

Similar to the work of McCarthy, Kolb believed that there were four learning styles or

preferences. Additionally, Kolb shared a four-stage learning cycle as shown in Figure 7. As

you can see in the figure, the learning cycle suggested started with a concrete experience,

supporting my belief that starting a learning process by doing may be an important principle to

include when designing a training program.

Figure 7: Kolb's four-part Experiential Learning Model (Kolb, 1984).
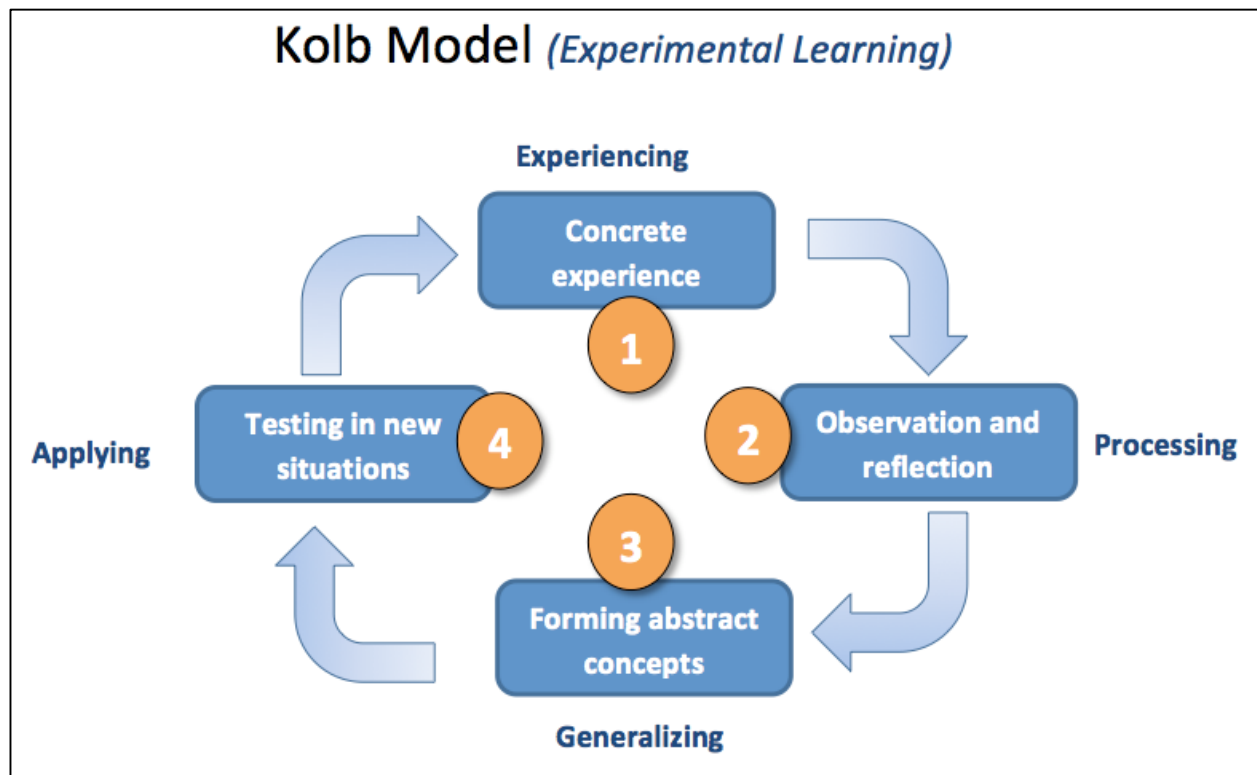


Several of the CCL concepts reminded me of materials I had seen previously such as the

Torrance Incubation Model (Murdock & Keller-Mathers, 2008), , *The Dip* (Godin, 2007), and

*Accelerated Learning* (Meier, 2000). Additional discussion and relevant figures related to these

sources has been provided.

There must be something powerful in defining training approaches into groups of four. Figures 6 and 7 both demonstrate ways to segment elements of training into four parts. Continuing that theme, Figure 8 illustrates the four part structure behind David Meier's Accelerated Learning Model.  In Meier's work, I found some additional insights in determining how to set up a learning program.  For the teacher, breaking up content or sections of an event into preparation, presentation, practice, and performance will lead to full coverage of the different learning preferences for most individuals.

Figure 8: Four Part Accelerated Learning Model (Meier, 2000) aimed to help structure program content and delivery for the teacher and the learner.



One of the models I learned about earlier in my creative studies program was the Torrance Incubation Model of Teaching and Learning (TIM) shown in Figure 9.  Containing

many specific elements, the model can be simplified into three sections that should be delivered in a linear progression: heighten anticipation, deepen expectations, and extend the learning. In my experimentation with the model, I found that it was very important to build time before the session to heighten a learner's expectation and to provide materials to help the learner to use the new knowledge out in the real world after the training had ended.

Figure 9: Torrance Incubation Model of Teaching and Learning, (Murdock & Keller-Mathers, 2009). Used with the permission of Susan Keller-Mathers.
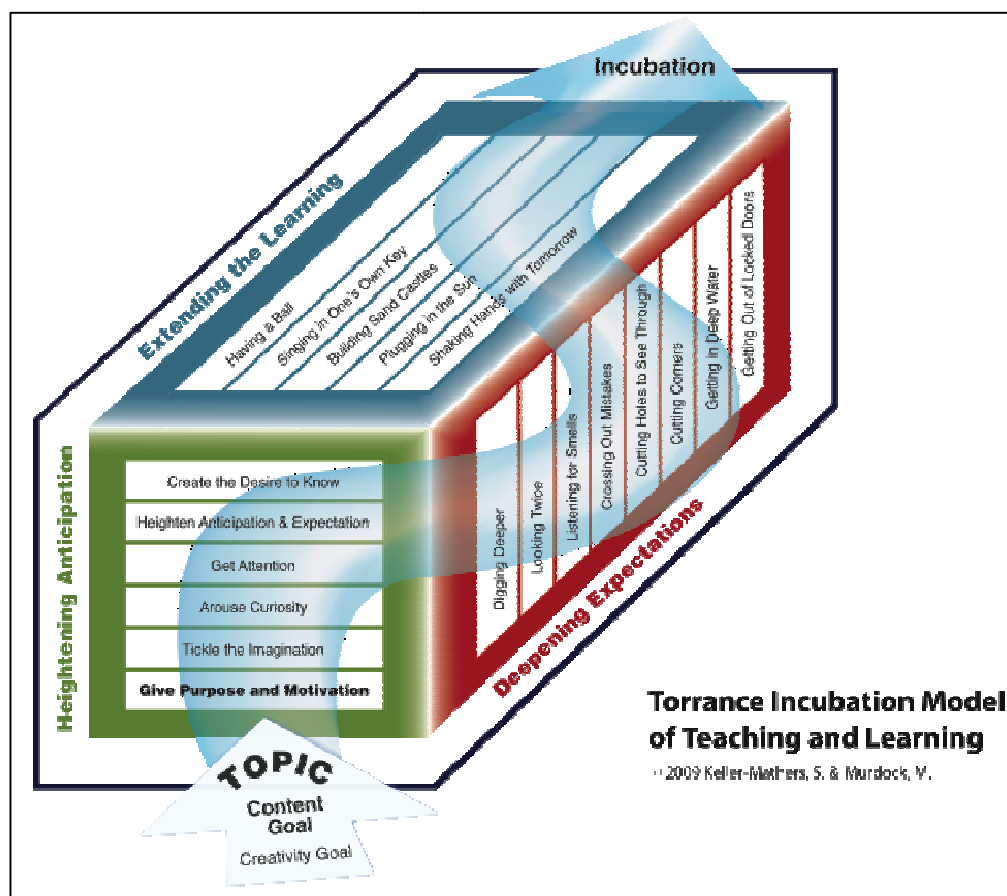


While often not heavy in theory, I found many popular business books discussed various element of training and personal development. One of the principles that related strongly with the theoretical models discussed earlier is shared in Figure 10. The basic idea as shared by Seth Godin in his 2008 book *The Dip* is that beginning a new journey naturally comes with great

reward.  However, after some time, the reward feels less motivating and additional time or

energy must be invested to get that sense of high reward.  One must expect the dip, a decline in

the sense of reward along the learning path.  When at the dip, a revived sense of reward and

growth is possible only through a personal decision to push further and increase the time or

energy invested.

Figure 10: The Dip Experience, Time/Energy vs Reward, Based on work by Godin (2007).
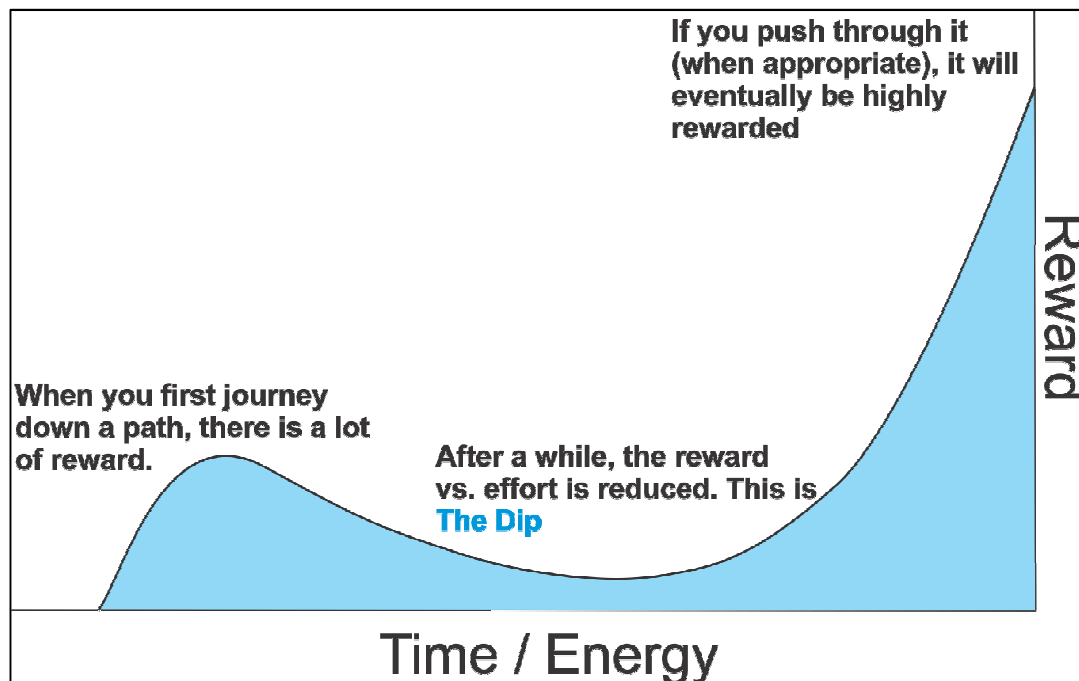


With initial resources identified for the creation a basic training approach, I turned my

attention to selection of creativity principles.  Following the approach that I created with some of

my colleges in 2011, I began reviewing research materials that were collected related to each of

the 10 creativity principles (Doepke, Hewitt, & Zoeckler; 2011).  I quickly narrowed down to 3

(failure, team resource, and autonomy) and set out to gain specific knowledge on how they might

link to training.

**Failure**

In 2011, I wrote an article titled: Successful Failure: The Birthplace of Brilliance.  The main point of the article is that your final outcome will be greater if you embrace failure and plan to make mistakes and learn from them. In understanding how failure relates to a learning experience, the analogy of learning to ride a bike is a good one.  If you are unwilling to fall down and have your knees scraped, you may never make it through the learning curve.

Failure is a necessary component of creativity. Well-seasoned designers understand that resilience in the face of repeated failure is the only path to success.  Improving as a designer requires us to consciously choose to explore novel territory as part of our daily work.  (Sherwin, 2010, p. 1)

The acceptance that failure is part of learning has been tied to highly successful people. The following Pintrist board is dedicated to the most famous failures such as the time that Michael Jordan was cut from his highschool basketball team for a lack of skill. http://www.pinterest.com/tribbyvo/famous-failures/.  Additionally, the April 2011 edition of the *Harvard Business Review* is focused complexly on failure and it's possible benefits for growth.

**Team Resource**

I was surprised to be in church quickly writing down a thought related to my master's project.  However, when you think about it, the Bible is a time-tested resource for approaching many ventures in life.  I found the following verses to be very inspirational related to Team Resource.

Two are better than one, because they have a good reward for their toil.  For if they fall, one will lift up his fellow. But woe to him who is alone when he falls and has not another to lift him up! (Ecclesiastes 4:9-10, ESV)

I would like to create a learning environment that feels safe to fall because there is a trust that another will lift you up.

But Jews came from Antioch and Iconium, and having persuaded the crowds, they

stoned Paul and dragged him out of the city, supposing that he was dead. But

when the disciples gathered about him, he rose up and entered the city, and on the

next day he went on with Barnabas to Derbe. (Acts 14:19-20, ESV)

In this passage, we see that Paul was beaten and had been left for dead. However, his closest friends were there to help him get back onto his feet. Humans are social beings. Our ability to form groups and look after each other has been attributed to our survival versus otherwise more dominant beasts (Greene, 2012). Training should include finding others that will walk alongside us and give encouragement we need to combat any failures. We were not made to go it alone.

**Autonomy**

I found the topic of gaining mastery very inspirational towards creating a self motivated learner and relying on pull (intrinsic) versus push (extrinsic) motivations. The topic of intrinsic and extrinsic motivation is discussed well by Dan Pink in his 2012 book: *To Sell Is Human: The Surprising Truth About Moving Others*.

The mastery of any skill requires many hours of dedicated focus. In Malcom Gladwell's *Outliers: The Story of Success*, he stated his belief that 10,000 hours were required to gain mastery. "Practice isn't the thing you do once you're good. It's the thing you do that makes you good." (Gladwell, 2011)

This idea was further popularized in Macklemore's song *Ten Thousand Hours*. "Ten thousand hours felt like ten thousand hands. Ten thousand hands, they carry me" (Macklemore, 2012). The kind of motivation and focus required to gain mastery is not likely to come from anyone but the learner. There must be a personal drive and desire to push beyond the current status quo. As Todd Henry said in *Die Empty: Unleash Your Best Work Every Day:* "How do people live their life with intention and purpose? I believe they do so first by understanding their own motivations and aspirations." (Henry, 2013).

## How To Design Individual And Team Training Frameworks

Training is a very common topic for public discussion. I did not have any troubles finding more then enough thoughts and opinions on the best way to structure training. Some of the sources that I found most helpful were: *The Talent Code* by Daniel Coyle (2009); *Practice Perfect* by Doug Lemov, Erica Woolway, Katie Yezzi and Dan Heath (2012); *The Accelerated Learning Handbook* by Dave Meier (2000); *Creative Workshop* by David Sherwin (2010); *7 Levels of Change* by Rolf Smith (2007); and *Rapid Viz* by Kurt Hanks and Larry Belliston (2006). Additionally I was inspired by the design framework for the GCL program that over the course of the six month long project, student time was structured to be 70% learning by doing (experience), 20% learning through conversations (team discussions and mentoring), and 10% learning from codified knowledge (lectures). Figure 11 shows a selection of inspiration that I have pulled from some of the above sources.

Figure 11: Personal Mindmap of various literature inspiration related to the design of a training program.
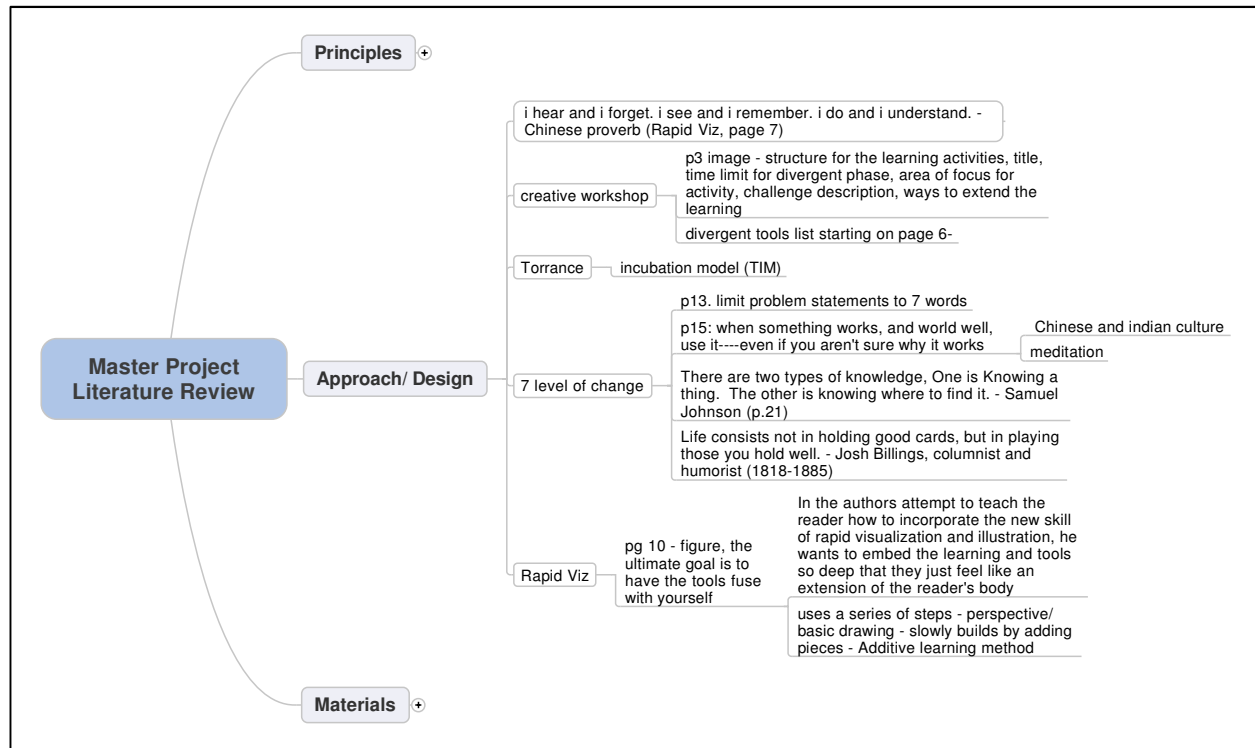


## How To Identify Or Create Physical Materials For Training

Many professionals who use elements of Design Thinking openly share their training

tools and make them accessible to all.  I have use the following as inspiration for the creation of

SEEK's own materials:

- IDEO's *Human Centered Design Toolkit* (2013)

   http://www.ideo.com/images/uploads/hcd_toolkit/IDEO_HCD_ToolKit.pdf,

- IDEO's *Design Thinking for Educators* (2012)

   http://www.designthinkingforeducators.com/DTtoolkit_v1_062711.pdf

- *Creative Workshop Teacher's Guide* by David Sherwin & Mary Paynter Sherwin (2007)

- *Designing for Growth: A Design Thinking Tool Kit for Managers* by Jeanne Liedtka &

   Tim Ogilvie (2011)

**How to prototype an online training methodology**

The final question I investigated was related to the creation of an online training program. I was curious to find examples of training methods that would closely match the principles I desired to focus on for SEEK's training. While there is a lot of online training available, much of it is focused on learning via codified knowledge. It appears more difficult to include learning through conversations and learning by doing. Of the courses I have experienced, I have found the methods being use by www.creativelive.com to some of the most compelling. They are very clear about the desired outcome for the learner and use a live host and audience to help the online experience feel more tangible. As part of the Creative Live online training, I have participated in a one day course led by Todd Henry on *Being Creative Under Pressure*, a three day course led by David Nichtern called *Meditation for Everyday Life*, and a three day course led by Tara Gentile on *Value Pricing & Business Models for Creative Entrepreneurs*. I found it very difficult to sit at a computer for more then one hour at a time and was not able to fully sit through more then one day of each training before I found myself attempting to multitask and eventually turning off the online video feed. I believe that experience will be very important to carry over into my design. How to make online training short, interactive, and fun?

Additionally, I investigated Learning Management Systems (LMS) providers such as Litmos and Moodle to determine where it might be possible to allow for meaningful interaction and elements of fun. I have also started the IDEO and +Acumen Human Centered Design online course to see how they use an online format to teach similar concepts that I have been sharing live in the GCL program. Figure 12 shows the landing page for the IDEO and +Acumen Human Center Design program.

Figure 12: Sign Up Page for IDEO's and +Accumen's Human-Centered Design Online Course



Note that in the lower right hand side of Figure 12 there is a note that you must register as a group with at least two people. Online training methodologies are often designed to be experienced individually. The group registration approach taken in this course is a potential way to include the principle of Team Resource and encourage a group learning environment.

**Literature Reviewed**

Botton, A. (2004). *Status anxiety*. New York, NY: Pantheon Books.

Brown, S. & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. New York, NY: Avery.

Carr, N. (2010). *The shallows: What the Internet is doing to our brains*. New York, NY: W.W. Norton.

Coyle, D. (2009). *The talent code: Greatness isn't born: It's grown, here's how*. New York, NY: Bantam Books.

Denmead, K. (2011). *The geek dad book for aspiring mad scientists: The coolest experiments and projects for science fairs and family fun*. New York, NY: Gotham.

Gardner, D. (2009). *The science of fear: How the culture of fear manipulates your brain*. New York, N.Y: Plume.

Gelb, M. (1999). *The how to think like Leonardo da Vinci workbook: Your personal companion to How to think like Leonardo da Vinci*. New York, NY: Dell Pub.

Glei, J. & Belsky, S. (2013). *Maximize your potential: Grow your expertise, take bold risks and build an incredible career*. Las Vegas, NV: Amazon Publishing.

Greene, R. (2012). *Mastery*. New York, NY: Viking.

Hanks, K. & Belliston, L. (2006). *Rapid viz: A new method for the rapid visualization of ideas*. Boston, MA: Thomson Course Technology PTR.

Henry, T. (2013). *Die empty: Unleash your best work every day*. New York, NY: Portfolio/Penguin.

Johansson, F. (2006). *The Medici effect: What elephants and epidemics can teach us about innovation*. Boston, MA: Harvard Business School Press.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, 4(2), 193-212.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Lemov, D., Woolway, E. & Yezzi, K. (2012). *Practice perfect 42 rules for getting better at getting better*. Grand Haven, MI: Brilliance Audio.

Lynch, C. (2007). *Rules for renegades: How to make more money, rock your career, and revel in your individuality*. New York, NY: McGraw-Hill.

McCarthy, B. (1987). *The 4MAT system: Teaching to learning styles with right/left mode techniques*. Barrington, Ill: EXCEL, Inc.

Meier, D. (2000). *The accelerated learning handbook: A creative guide to designing and delivering faster, more effective training programs*. New York, NY: McGraw Hill.

Meyer, P. (2010). *From workplace to playspace innovating, learning, and changing through dynamic engagement*. San Francisco, CA: Jossey-Bass.

Patnaik, D. & Mortensen, P. (2009). *Wired to care: How companies prosper when they create widespread empathy*. Upper Saddle River, N.J: FT Press.

Rath, T. (2007). *Strengths finder 2.0*. New York, NY: Gallup Press.

Rock, D. (2007). *Quiet leadership: Help people think better – don't tell them what to do*. New York, NY: Harper.

Salacuse, J. (2010). *Leading leaders: How to manage smart, talented, rich, and powerful people*. S.l: Amacom American Management.

Schwarz, R. (2002). *The skilled facilitator a comprehensive resource for consultants, facilitators, managers, trainers, and coaches*. San Francisco, CA: Jossey-Bass.

Sherwin, D. (2010). *Creative workshop: 80 challenges to sharpen your design skills*. Cincinnati, OH: HOW Books.

Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. New York, NY: Portfolio.

Smith, K. (2008). *How to be an explorer of the world: Portable life museum*. New York, NY: Perigee.

# SECTION THREE: PROCESS PLAN

## Tangible Outcomes

Training Principles: A set of three creativity principles has been chosen from a possible set of eight to provide the best possible individual and team training experience.  This method for organizing and selecting methodology principles was developed in 2011 at the SEEK Company (Zoeckler, Hewitt, Doepke, 2011).  Rational for the choice and considerations for the application beyond SEEK company is provided.

### Design Individual And Team Training Frameworks

- Create models for several processes for undertaking a new learning experience.

- Share materials that could be used in other organizations.

### Identify Or Create Physical Materials For Training

- Identify public training materials.

- Discuss custom created materials.

### Prototype An Online Training Methodology

- Create and test an online training program.

## Personal Learning Goals

- Learn to adopt elements of rapid prototyping in my every day life.

- Create both physical and digital output that can be reused by others.

- Identify ways to use my skills to build into others.

- Understand how to engage millennial and new hires in their career growth.

## Criterion For Measuring Effectiveness

- Training principles described and shared.

- Models for at least three different training processes shared.

- Materials identified for use in training programs that are publicly available for others to use.

- Prototype of an online training program shared through screen capture.

## Project Plan

| I – Literature review | Review popular literature on training, mastery, personal growth, and practice. |
|---|---|
| II – Formation of Training Principles | Draft the framework and principles of what personal growth looks like/ feels like for the materials and programs I will create. |
| III – First sections of write-up | Complete the first three sections of the Master's Project write-up – focused on what I learned from conducting training with students in India |
| IV – Second sections of write-up | Complete the last three sections of the Master's Project write-up – focused on extending what I learned from India into my work context |
| V – Final Project Completion | Compile all sharable materials and create documentation for how to use them |
| VI –Presentation | Present my project |

**Project Time Line**

| Week Of | Task |
| --- | --- |
| 2-3 | Submit first draft of concept paper. |
| 2-10 | Create draft of training principles.  Create a final draft of my concept paper. |
| 2-17 | Create and test 3 prototypes for physical training materials (value cards, faceoff cards, apprenticeship log book).  Complete the adopt a project assignment. |
| 2-24 | Write an explanation of the principles chosen for training.  Identify 3 training materials available for general use. |
| 3-3 | Summarize 2 models for training. |
| 3-10 | Write paper section 1-3 |
| 3-17 | Travel to India. Complete final training session with faculty and students. |
| 3-24 | Capture what I learned overall from the GCL program and how it may apply to my project. |
| 3-31 | Create and test 2 prototypes for physical training materials. |
| 4-7 | Summarize any additional models for training and begin to write my key findings. |
| 4-14 | Create initial prototype for online training and capture screen shots. |
| 4-21 | Finalize paper |
| 4-28 | Prep for presentation |
| 5-5 | Upload final materials |

## SECTION FOUR: PROJECT OUTCOMES

### Create Training Principles

The GCL program had a set of training principles that were important for it's design and execution. The principles were aligned to at the very beginning and were evident throughout the process. When it came time to design the activities for each trip to India, there was something to look to and ground our decisions in. Below I have shared 4 outcomes that relate to principles that I felt were important to the GCL program and things that I have created or captured related to SEEK's training program.

**Outcome #1: Selection Of Principles From SEEK's Creativity Principles**

At the start of GCL, I selected a set of 3 creativity principles from the 10 creativity principles outlined fully in the Appendix that I believed would be most important to the creation of all aspects of the program (see figure 13).

Figure 13 – SEEK's Creativity Principles chosen for the 2013-2014 GCL program design.
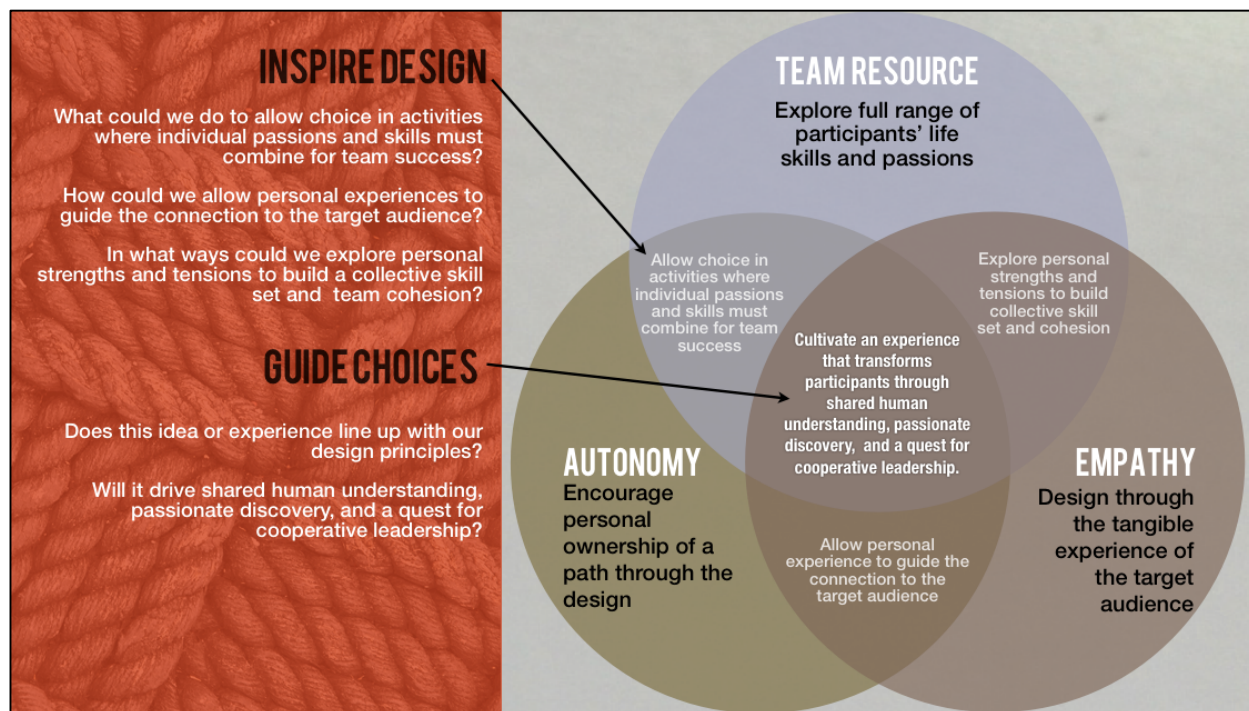
Upon the formation of SEEK's training program, I followed a similar process to help guide decisions related to designing training events and practice activities. While the principle overlap shown in Figure 13 was really helpful for decision making for the GCL program, I did not believe that an overlap diagram was as helpful when thinking about the general principles for a long-term training program.  Therefore, I created a slightly different output for SEEK as shown in Figure 14 and Figure 15.  The figure includes pages 1 and 2 of a training document that I created for one of our consulting programs called Red Door ™.   The 3 spotlight principles that I believe are most important for training within SEEK's culture are failure, team resource, and autonomy.

Figure 14 - Justification for the chosen Creative Principles as an introduction to a training for SEEK's Red Door program.

---

# YOU WANT TO DELIVER RED DOOR TRAINING TO OUR CLIENTS?

# 1<sup>st</sup> - STEP BACK:

Let me take one step back to share a bit about SEEK's training program.

Three creativity/ innovation principles have been selected for developing SEEK's training methods. These principles have been chosen to maximize your learning potential. They are:

## FAILURE:

You must embrace and expect small failures as part of the learning process. Like learning to ride a bike, you are expected to skin your knees a little bit and it will certainly feel uncomfortable the first few times out.

## TEAM RESOURCE:

Your journey should not be alone. You will have a partner, team, mentor, coach, or something similar so that learning conversations and discussion will play a large role in your development.

## AUTONOMY:

Ultimately learning is your choice and will not forced upon you. It's your choice to engage and most training will provide you with options for how to get to your desired outcome.

Figure 15 - Explanation of starting assumptions as well as a basic structure for learning for SEEK's Red Door Program

# YOU WANT TO DELIVER RED DOOR TRAINING TO OUR CLIENTS?

# 2<sup>nd</sup> - EXAMINE THE PROCESS:

So some thoughts on the process:

## START:

Training at SEEK starts with your desire to push beyond your current knowledge and experience set.

It requires effort above and beyond your current responsibilities.

Re-read those two sentences. Let it sink in. If you do not have desire to grow and ability to do more then you are currently doing, there is no space for learning.

Pass the test? Then lets move on.

It will involve:

**One**        Gaining initial knowledge and understanding
             +Reflection and discussion

**Two**        Practicing the key elements personally
             +Reflection and discussion

**Three**      Practicing the key elements with a group or team
             +Reflection and discussion

**Four**       Demonstrating the skill acquired in a real situation
             +Reflection and discussion

**Five**       Determining the next step towards mastery
             +Mentoring another

**Outcome #2: Creation Of Practice Principles**

Following a series of successful practice activities that I helped to design and run within

SEEK, I sat down with 3 of my co-workers and developed the following list of key takeaways

and practice principles shown in Figure 16.

Figure 16 - Principles of practice activities at SEEK company.

## Principles of Practice at SEEK:
- What makes practice successful?
  - Clear
    - Clear trigger/cue to know when to do the activity (example from one of our activities is a trigger of 3 or more people in a room)
    - Defined amount of time (e.g. - 5 minutes maximum for the SEEK's Purpose and Value card activity)
    - It is obvious how to do it. There are clear instructions.
  - Accountable
    - Social Accountability (someone cares if you do it or not)
    - Leadership-Level Endorsement (communication of importance from those in leadership positions)
  - Simple
    - Easily Digestible (little text, good visual content)
    - Accessible (make it easy to have on hand when wanted)
  - Engaging
    - Relevant (can see the payoff in my job and life)
    - Interesting, fun, and rewarding
- Practice is a middle step:
  - FIRST: KNOW something new
  - SECOND: PRACTICE that learning
  - THREE: LEAD that activity
    SO… we must decide first what we want people to LEAD, then look at what KNOWledge has to go into it. Then we can decide what to PRACTICE.
- Continue to leverage Failure, Team Resources and Autonomy
  - Failure: It's OK to fail; you can mess it up and learn
  - Team Resource: It utilizes the input of others
  - Autonomy: You can make choices about how you play (example from the Purpose and Value cards: random / choose another card)
- Practice takes us the extra mile.
  - *We must practice in a way that our competitors don't; it should give us the edge.*
- Focus on what *wins*.
  - A great coach selects a few things that it takes to WIN, and practices those.
  - What is the ONE THING that most lends itself to winning?

## What is our Vision for Practice?
- Imagine SEEK practicing better than any company in the world.
  - We will Release our Potential as a company and as individuals.
  - We will win by creating unparalleled value in market

**Outcome #3: Creation Of Feedback Principles**

        All activities that I have been designing include an opportunity for a co-worker to give

specific and actionable feedback.  This is a critical step for showing that failure is indeed an

option and others on your team will be there to help you learn and grow.  Figure 17 shows a

4"x4" card that I have included as part of our various practice activities.

Figure 17 - Feedback principles shared as part of all of SEEK's practice activities. Based on work by
Lemov, Woolway, & Yezzi; 2012)
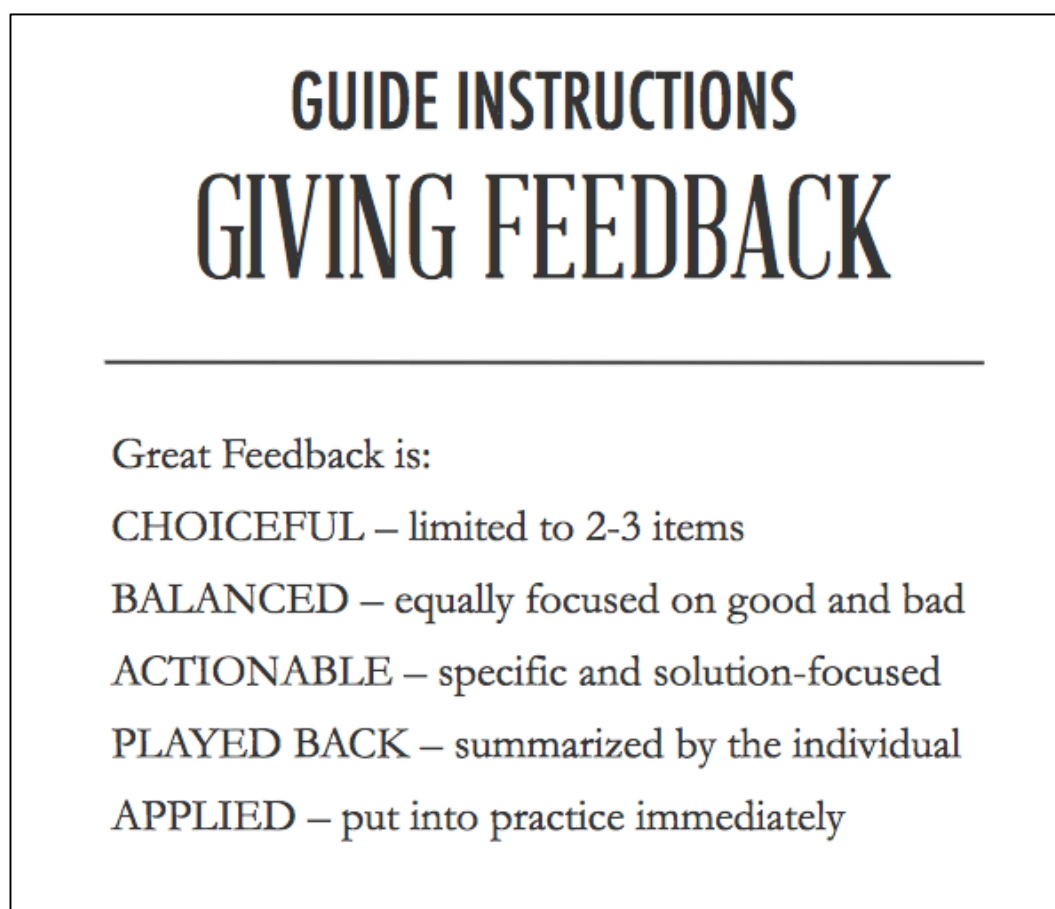


Outcome #4: 70, 20, 10 Learning Percentages From GCL Program

        A key element of the GCL program was how new content was learned by the students

through doing, failing, and doing again.  Every aspect of the program pushed for a final ratio of

70% learning by doing, 20% learning through group conversations, 10% learning from shared

knowledge. Also, when possible, those activities were done in that order. Often the students were experiencing a new concept before we had explained it. Aligning with step one of the TIM model presented earlier in Figure 9, this approach really heightened anticipation throughout the program. It also created a sense of personal accountability that was critical for our ultimate learning objectives. As I have experimented with SEEK's training activity, I have made sure to keep a high focus on learning through physical activities and performing the skill. My output related to this principle is shared below through the example training frameworks that I developed.

## Design Individual And Team Training Frameworks

Leveraging all my learning from helping to design and execute the GCL program as well as all of the principles shared above, I experimented with many different training structures. Below I have shared a short summary and examples of 6 different training and group practice prototypes.

### Outcome #1: Individual Learning Directions For A Specific Program

A very common training requirement at SEEK will be for an individual to learn a specific facilitation method. It may occur as general training or as specific preparation for an upcoming event. I created a document with a full set of training activities as starting point for either need. Figure 18 and Figure 19 are two pages of that document shown as an example of the types of activities that were designed and how the document was organized. My desire is that consultants would be able to scan the document and choose activities that they believe would be most helpful for their learning path. Additionally, this should serve as a tool for managers to help guide the development of their consultants.

Figure 18 – 1st page of an example of SEEK's training document. The activities shown have been designed to help a consultant learn how to deliver a specific SEEK workshop called Red Door. They specifically target the "gaining initial knowledge and understanding" step in training.

## YOU WANT TO DELIVER RED DOOR TRAINING TO OUR CLIENTS?

# 3rd – JUMP IN NOW

**Step One:** Gaining initial knowledge and understanding:

**Activity 1:** Dig around in the Red Door product folder on Box and get familiar with what the program is and what would be required for you to know as a facilitator to lead a Red Door workshop. Specifically focus on the 4 hour presentation (reviewing the notes section). It includes the training materials as well as the slides that can be used to help lead the insight development workshop.

-Create a Yammer post with at least 5 questions that you have following your investigation. Be sure to @name others who are also learning along with you or those you believe might have insight into your questions.



**Activity 2:** Check out the marketing materials on box and then answer this question: If you only had 17 syllables to communicate Red Door to a new client, what would you say. Create a haiku summary (5 syllables, 7 syllables, 5 syllables) and post on Yammer.



It stands red drawing
You in to decide - Enter
Be inhabited

Figure 19 – 2<sup>nd</sup> page of an example of SEEK's training document. The activities shown have been designed to help a consultant learn how to deliver a specific SEEK workshop called Red Door. They specifically target the "gaining initial knowledge and understanding" step in training.

# YOU WANT TO DELIVER RED DOOR TRAINING TO OUR CLIENTS?

**Activity 3:** Investigate the research and inspiration folder on box.  Pick 2 articles to read.  Print them, mark them up all over, and then summarize each piece using the comment spot on Box and these prompts:

- Brief summary
- Key words
- Unique ideas
- Parts that compete with things I know
- Potential implications for SEEK

**The Nonverbal Dictionary.pdf**
Created Feb 7, 2014 by Geoff Zoeckler · 7.2 MB

Share

Comment · Assign Task

Brief summary:
Key words:
Unique ideas:
Parts that compete with things I know:
Potential implications for SEEK:

Tip: type @ to mention a collaborator, or assign this as a task

Add Comment

**Activity 4:** Find 2 things that you would want to share with the next person learning about how to deliver Red Door. It could be photo inspiration, online articles, scientific journals, videos, books, or anything else that seems appropriate. Post what you find in the research and inspiration folder on box.

**Activity 5:** Reflect on Activities 1-4.  Write down:
- What you are feeling excited about?
- What you are feeling nervous about?
- What areas you know you will want to focus during individual practice activities?
- What you have learned about yourself?

**Activity 6:** Share and discuss your reflection with one of your peers.

**Outcome #2: Activity For Small Teams To Practice A Specific Skill – Leveraging The Principle Of Team Resource**

Another common training opportunity at SEEK is when small groups are gathered and they have 5-10 minutes that they would be willing to devote to practicing a skill or one piece of a larger program. To accommodate this need, I created a "learn by doing" practice activity called Face Off intended to allow two consultants to practice a specific skill and allow a third person to act as a guide to the activity. Using the principle of team resource to learn from each other and leveraging unique skills is at the core of the design for the activity.

A Face Off activity starts by having a selected guide read the 4"x4" challenge card, then two participants complete the challenge, the guide gives feedback, the participants complete the challenge again, and finally the guide awards points based on their effort. It is important the activity includes participants repeating the challenge directly following the feedback. This way, the improved skill is practiced correctly before ending the activity. The basic instructions for the activity are show in Figure 20 and an example challenge is shown in Figure 21.

ictice activity called Face Off.

GUIDE INSTRUCTIONS

# FACE OFF FORMAT

..........................................................

1. Both participants attempt the challenge
2. Guide gives them each feedback
3. Both participants attempt again, incorporating feedback, and Guide gives points (3 max)
   a. 1 point for solid effort
   b. 1 point for incorporating feedback
   c. 1 point completing with bonus challenge

Figure 21 - Example of a challenge card for a practice activity called Face Off. The challenge is designed to take 10 minutes in total for two participants to complete, a selected guide to give feedback, and for a short discussion after the activity is completed a second time.
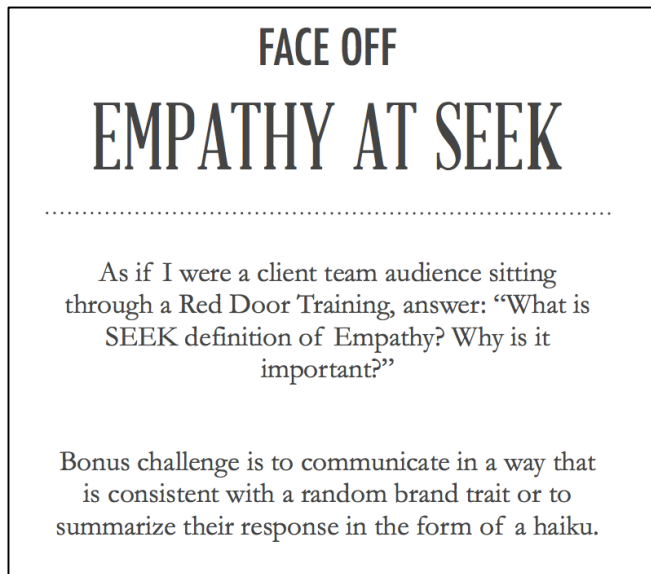


## Outcome #3: Activity For Small Teams To Practice A Specific Skill – Leveraging The Principle Of Failure

One simple way to add fun and break down potential barriers to practicing within a training program was to design an activity that would severely limit the amount of time to complete a task and require elements of rapid prototyping in order to be successful. If the attitude toward taking a risk is present, leaning into rapid prototyping scenarios encourages a willingness to fail quickly and adapt techniques. I designed such a practice activity and called it Frenzy. The activity is best run in larger chunks of time (90-120 minutes) but could be adapted to shorter activities or for an online environment. Figure 22 outlines the instructions and an example as it was used at SEEK during one of our all staff meetings.

# TRAINING ACTIVITY – FRENZY

**Length** – 90 minutes
**Participants** – 2-3 per Guide
**Materials Needed –** Flipcharts, paper, markers, and any role-specific tools

Frenzy is a individual activity designed to break down a complicated challenge into discrete steps, drill on those steps, and then put them back together to deal with an exaggerated real-world scenario.

## DESCRIPTION & EXAMPLE

Each Frenzy has a **Target Process**, 2-3 **Discrete Skills,** and a **Frenzy Scenario**. These elements are unique to each job function, and must be created on a case-by-case basis.

For instance, if the participant is in an HR role, the Target Process might be "Finding Talent." The Discrete Steps could then be:

1. Select strong criteria for candidates
2. Find viable pools of candidates on LinkedIn
3. Screen Candidates based only on their LI profile

And the Frenzy Scenario could be:

*"We need to hire 2 RICS, an AD, an RIA, and a PM in London. You have 15 minutes to find three viable candidates for each role in the greater London area (15 total candidates). Otherwise, SEEK will abandon the search and immediately open an office in Zimbabwe instead. You think this is a very bad idea."*

## PROCESS & TIMING

**30 min – Practice Discrete Skills**
Explain unique Target Processes and Discrete Steps, then ask participants to practice their first step for 2-3 minutes. As they finish, give feedback. Then, have participants practice their first step again, followed by more feedback. Repeat this process for each additional step.

**20 min – Frenzy Round 1**
Give participants their unique Frenzy Scenario and 10 minutes to complete it. Once all participants are finished, lead 10 minutes of of group feedback.

**20 min – Frenzy Round 2**
Repeat the Frenzy Scenario, asking participants to incorporate their feedback to improve performance. After that, lead another 10 minutes of of group feedback.

**10-20 min – Journal & Reflect**
Encourage participants to journal and reflect on their experience.

**Outcome #4: Card Based Activity To Use Existing Meetings To Encode Practice Behaviors**

Just about all employees in an organization devote a large part of their day to attend meetings. Meetings are often set up in order to further a thought or action within a larger goal of the company. However, many meetings fail to recall or point out how the specific objective feeds into the company's larger vision. Additionally, with so much time devoted to meetings, how could individuals find time in their day to complete activities for a new training program? What if a part of every meeting included a practice activity that would further embed the vision and purpose of that company? If successful, answering that question would help to embed company values into every discussion and begin to encode the practice of practicing on a daily basis. We took on that challenge at SEEK and developed a simple card based activity. The direction for the activity was communicated by our CEO and was simple: "In each meeting room, there is a set of cards out on the table. Any time three or more are gathered for a meeting, one person must select a card and complete the three minute activity before starting the meeting". Figure 23, 24, and 25 are provided as examples of the cards included in the decks of cards that now sit in every meeting room at SEEK.

Figure 23 – Photo of SEEK's Value and Purpose practice cards in on the table of one of the main meeting rooms.



Figure 24 - Photo of six of the SEEK's Value and Purpose practice cards.  Every deck of cards includes a reminder of SEEK's purpose and values along with a series of activities titled know, activate, deeper (not pictured), redirect, and violation.

Figure 25 – Example of one practice activity from SEEK's Value and Purpose practice cards. The deeper card activities are intended to push the participants a little farther into a creative space and promote a deeper level of understanding.
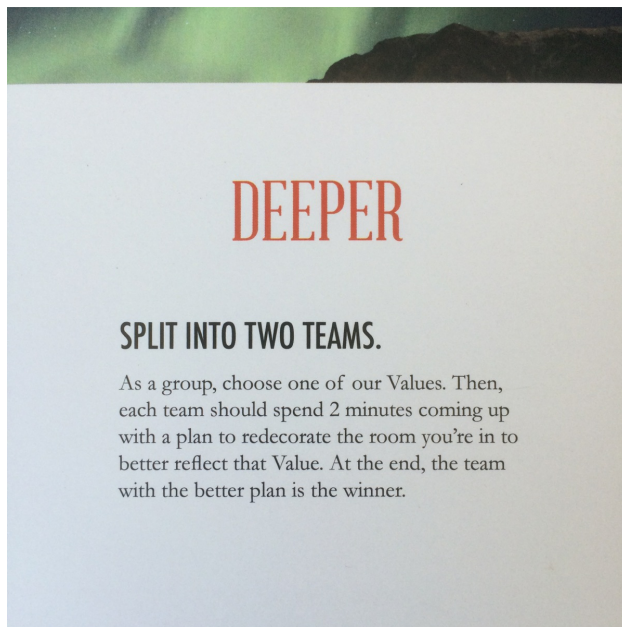


**Outcome #5: Tool That Helps Identify Passion And Skill Gaps To Create A Learning Plan**

As a way to honor the principle of autonomy, I created a process for individuals to self identify skill areas to practice that would combine their passion areas along with gaps that they identified in their role at work. Figure 26 shows my first draft of "My Apprenticeship", a small booklet designed for employees to complete on an annual basis to help guide the creation of development plan with their managers.

Figure 26 – First prototype of "My Apprenticeship", a small booklet designed for employees to complete to influence the creation of a learning development plan. The 12 slides below should be read left to right starting at the top left corner.



## Outcome #6: Practice Activities To Introduce Updates To An Existing Program.

While in the process of creating many of the above training activity, I needed to make some program updates for one of our most popular facilitation products.  The changes were significant enough that additional training would be required to understand the changes and to practice leading the new method.  Figure 27 outlines the activities that I led during a local staff meeting and what was sent out to our other offices to run within their office.

Figure 27 – Activities designed to introduce changes to an existing facilitation program (SEEK's Red Door) and to allow for practice of the key elements that changed.

## RED DOOR STAFF MEETING PRACTICE ACTIVITIES:
### Staff Meeting 2-21-14

1) Create a rough draft of note cards that you could use to deliver the first 30 slides of the RD v1.1 4-hour training deck. **30 minutes**
   a. Level 2 learning = take turns delivering the first 30 slides using those note cards, share feedback, and make changes as needed.
   b. Discussion = What feels good? What could make it better? What should be practiced more?

2) Pack the RD suitcase (note, you will need to unpack all of the items before doing the activity). **10 minutes**
   a. Level 2 learning = do it blindfolded
   b. Discussion = What else would you need to bring with you? What other materials might you want to include?

3) Review the Red Door Training Document. Select activities that you believe would increase your comfort leading client teams through a Red Door process. Create an action plan for which activities you would like to complete and in what order (you do no have to start with Step 1 activities). **10-15 minutes**
   a. Level 2 learning = create and describe your own training activities that you think would be helpful
   b. Discussion = Discuss your desires with your Manager and determine when the first thing on your list is going to happen/ be due.

4) Use the Face Off practice cards to practice explaining certain elements of the Red Door process (it's up to you which cards to use). **10-15 minutes**
   a. Level 2 learning = create you own face off challenge question or select a brand trait and formulate your answer using that trait.
   b. Discussion = What feels good? What should be practiced more?

5) Create an insight using the new structure (Title, tension, stakes, opportunities) using the Data, Pattern, Vignette, Response, and Roots from a past project. **45-60 minutes**
   a. Level 2 learning = take turns facilitating each other through the process, give feedback, and improve the final insight.
   b. Discussion = What feels good? What could make it better? What should be practiced more?

**Identify Or Create Physical Materials For Training**

To simplify the sharing of output related to this project focus, I am in the process of putting together a training resource webpage. While the site is not live at the time of completing this paper, you should be able to find it at www.LETMEINnovate.com by July 2014. On the website, I anticipate including a short description and link to the materials described. Figure 28

shows a list of materials that I plan to include. I will start with sharing the public tools and will

gradually include elements of the custom created tools.

Figure 28 – Draft plan for the public sharing of tools identified and created during the course of the this project.  Materials will be made available on [www.LETMEINnovate.com](www.LETMEINnovate.com).

---

**Public Tools**
- Books
- Methods
    - Ideo.org – HCD guidebook
    - Design Thinking for Teachers
    - Design Thinking Field Guide
- Haiku dice
- Chess timer
- FourSight tool cards
- GCL design overview
- Technology travel kit

**Custom Created Tools**
- 4x4 card template for practice activities
- Value and purpose cards with directions for printing
- Haiku summary template
- Apprenticeship printable booklet with directions on how use
- GCL one pager activities
- GCL presentation materials

---

**Prototype An Online Training Methodology**

The GCL program impacted 50 faculty members, 250 students, and thousands of

individuals in the communities surrounding each university. It was a huge success, and I believe

it was a great use of my time and skills.  However, to design and run the program required about

50% of my time for six months, four trips to India that totaled about 40 days away from home,

and 18 days of live facilitation across two universities.  Accordingly, the overall budget for travel

expenses and facilitation time was in the tens of thousands of dollars.  If the program had been

outside of the non-profit sector, the budget would have been in the hundreds of thousands of

dollars.  With the goal of allowing the program to extend farther and farther each year while continuing to reduce the budget, utilizing online tools and methodologies should be in consideration.  While I personally may or may not be part of the design for GCL next year, I have already learned enough to see the need for developing online methods as I work to develop SEEK training program.

In 2013, SEEK's staff grew from 25 to 50 employees.  This year, SEEK has already opened offices in Boston and San Francisco and is expecting to hire at least 10-15 additional staff.  A quick review of the online training programs currently available (such as Coursera, Kahn Academy, and +Acumen) demonstrated a clear benefit of allowing content to scale quickly and globally. Therefore, with the projected growth of our company, location expansion plans, as well as the clear benefits of online training methods; I have chosen to focus many of my future efforts into creating an online platform to hold SEEK's training materials.  Figure 29 shows a current screen shot of my first prototype that I plan to lunch to our staff in early May.

Figure 29 – Screen shot of the learner's landing page for the first protopye of SEEK's online training platform built using www.litmos.com.
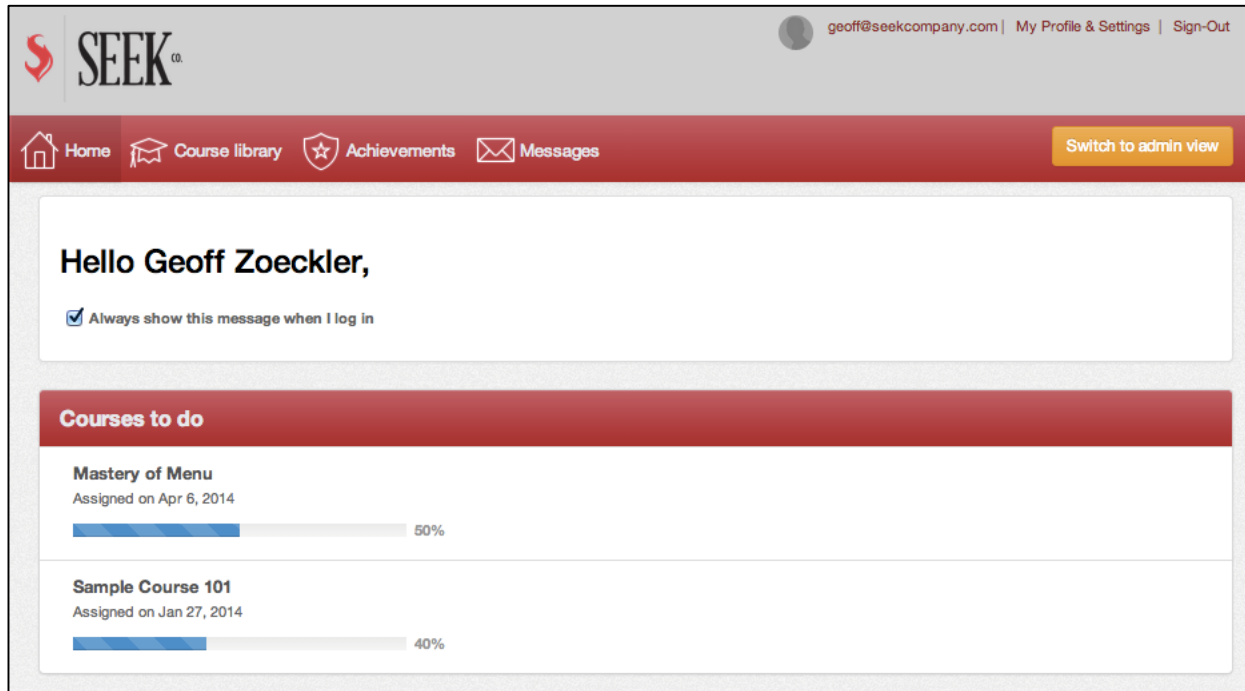


As you see in Figure 29, the landing page for the learner is very simple and allows for quick identification of actions steps for training. It includes only an introduction message and identification of courses that have been assigned to you. In addition the courses assigned to you, you are able to click into the course library to see over available training as shown in Figure 30.

Figure 30 - Screen shot of the course list page as seen by the administrators of SEEK's online training platform built using www.litmos.com.



In addition to having access to an indexed course library, I believe that individuals will be able to use the course library to establish their own unique learning path. This is an important feature to include the principle of autonomy in the program.

Finally, data is collected and displayed in a way that I believe will be very useful to me as the administrator of the site. Figure 31 shows a draft of the type data that will be available. I anticipate sharing out some of this data to our leadership team in order to show the benefit of the training system and allow for identification of the most active users and most popular courses.

Figure 31 - Screen shot of the statistics dashboard as seen by the administrators of SEEK's online training platform built using www.litmos.com.
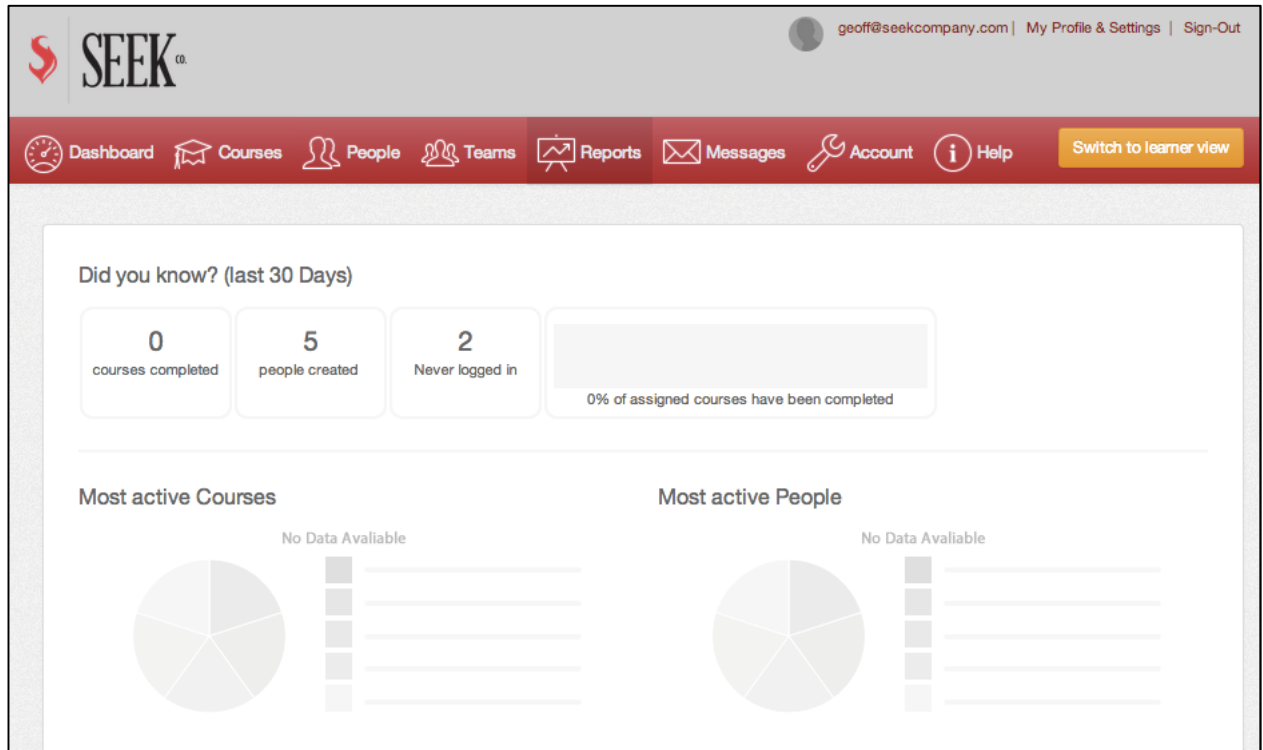
**SECTION FIVE: KEY LEARNING**

**Four Focus Area**

Throughout work across all four of my focus areas, I was able to learn by doing, create rapid prototypes, and make significant improvements from one event to the next. I used every opportunity that I had to test my ideas out on live participants and was able to get feedback much faster then expected. I have done my best to capture my key learning for each area and have provided my opinions below.

**Create Training Principles**

It's critical to define your objectives for any program before beginning to design any activities. Having a set of guiding principles for how you believe people should engage and grow creatively helps participants to experience a common thread and increases engagement. Sharing the principles with others while in the design phase of your program or event will help to inspire ideas and provides clarity in making decisions. For example, the questions our team will continue to ask as we design future training or practice activities are:

1) Does this activity allow for autonomy?

2) Is the activity focused on individual strengths and designed to leverage a team environment?

3) Has the activity been structured in a way to allow for rapid, experienced based learning that allows for and embraces failure?

I also learned the structure of training should not include numbers. By listing the stages of learning into a 1-5 system, it made participants feel that they had to go through the process in order and reduced some of their sense of autonomy. The solution is a simple one in that I will remove any numbering and add a small note that each individual should chart his or her own

course through the process.   I will highlight that participants should take ownership of the training materials and use them as inspiration on their journey.   Additionally, I believe it would help to focus on only four areas rather then the five presented in Figure 15.   The four areas that I believe are most important to develop inspirational activities for are Know, Practice, Lead, and Mentor.

**Design Individual and Team Training Frameworks**

Training is almost always going to occur on top of all current job responsibilities. With the goal of having strong compliance in using materials that I created, I learned that I should not reinvent the wheel for activity or material structure.   It is beneficial to leverage an existing framework so that people can immediately focus on the content or activity details. The example that is working well for us is to use a bound notebook for reflective activities and a set of 4"x4" cards or smaller for single sentence prompts or short activities.   In addition to reducing mental energy in learning a new training structure, it is equally important to consider the accountability measures.  How will your team know where to rank completing the training or practice activities in the midst of all of their other work? Who is it that cares about or monitors training progress? The answers to these questions will be different for each organization, but the must be answered ahead of time.

Learn by doing, personal reflection, and group discussion are very powerful elements that should be worked into every training program.  In the GCL program, students were constantly in a state of trying things they were just beginning to understand.  Students were then given time to journal and discuss their experiences.  This approach increased excitement and accelerated the learning.  I utilized a similar framework within SEEK at an all staff meeting (see Figure 32).

Practice activities were centered around action (following the Face Off and Frenzy activity

design) and reflection and discussion time was built in purposefully throughout the day.

Figure 32 – SEEK all staff meeting agenda from November 2013.
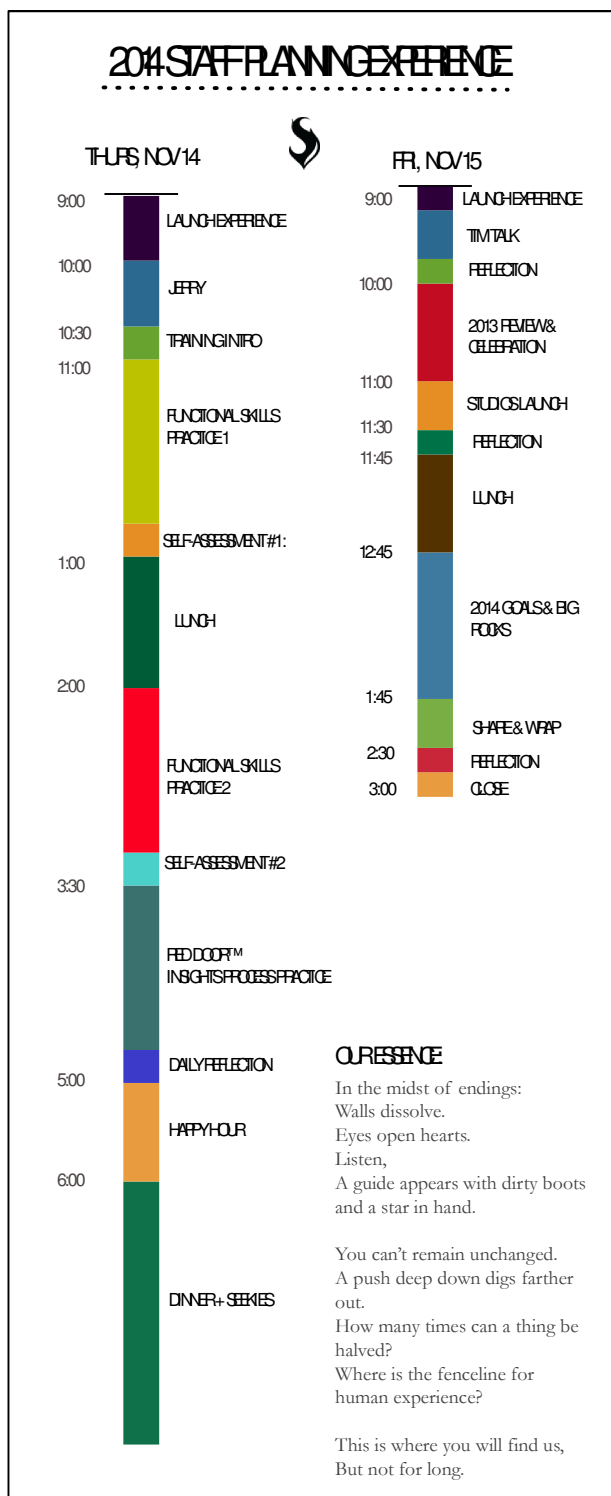
As you can see in Figure 32, large chunks of time were devoted to training and practice

activities.  Additionally, individual reflection time and group discussion was purposefully built

into the session.  Additional, the feedback collected from the session showed that the training

activities were viewed as some of the most impactful activities (See Figure 33).

Figure 33 – Feedback results from SEEK's all staff meeting in November 2013.

| **What Parts Were Most Impactful to You?** | | |
|---|---|---|
| Table-Based (2nd floor) Practice | **13** | 15% |
| SEEKIES | **11** | 13% |
| Thursday Morning Launch Experience | **10** | 12% |
| SWOT & Big Rocks Planning | **10** | 12% |
| Team Activity (3rd floor) Practice | **9** | 10% |
| Red Door™ Insights Process Practice | **9** | 10% |
| Reflection (Journaling) Times | **8** | 9% |
| Talks (Jerry/Tim) | **7** | 8% |
| 2013 Review & Celebration | **4** | 5% |
| Friday Morning Centering Time | **3** | 3% |
| Studio Launch | **2** | 2% |
| Other | **0** | 0% |

Relating the feedback scores back to some of the output shared in Section Four of this paper, the

$2^{nd}$ Floor activities mentions followed the Face Off format (See Figures 20-21).  The $3^{rd}$ Floor

activities mentioned followed the Frenzy format (See Figure 22).


**Identify or Create Physical Materials For Training**

As mentioned earlier, there are MANY materials currently available to assist with the

creation of training programs.  The hard work really happens in determining which materials are

most inline with the principles that you have chosen.   For SEEK's program, I found that I could

quickly eliminate materials that looked boring on the surface.  Really.  As I reviewed books,

articles, materials, and videos; it became clear that if it didn't make me smile within the first 30 seconds or so, it wasn't worth digging further. There is more then enough stimulus out there related to training.  You should have fun while you research and prototype your training program.

**Prototype an Online Training Methodology**

Many systems exist to help with the creation of online training programs.  My experience designing and launching such a system is that that you need to focus on simplicity at every turn. The web experience should be ridiculously simple with only the information that you need on a daily basis displayed on the home screen.  Additionally, the content needs to be simple and users should be able to jump in and out of the training by having bit sized (around 7 minutes or less) activities to complete.  Making personal choices should be easy, and individual should be able to interact with the materials based on their goals.  Progress should be simple to understand both by the learner and their managers.   I believe that with these elements in mind, online learning will become a very valuable tool within our company.

<div align="center">

**Personal Learning Objectives**

</div>

In the midst of completing this project, I kept track of four personal learning objectives. Below I have captured a few thoughts and shared some tips that I found to be useful to advance my learning objectives long term.

**Learning To Adopt Elements Of Rapid Prototyping In My Every Day Life**

My choice of design principles really helped to encourage looking at training as being in a content state of rapid prototyping.  Rapid prototyping in this context means encouraging participants to jump into an activity by performing the skill being built and to feel comfortable with step-wise growth through small failures.  However, using that learning in my daily life has

been really hard to keep on top of.  I constantly found myself falling into old habit of waiting until something was "done" before sharing or asking for feedback.  The act of sharing something that you know needs improvement is a very vulnerable act.  I know I will continue to struggle to maintain the required level of vulnerability, but it is a clear goal for me to strive for.

I found a couple of tools that I plan to continue using to assist me in viewing all of my actions as a chance to prototype and get feedback.  One often overlooked and technologically simple device is blank paper.  I now carry 8.5x11" white card stock paper as well as 4x6" non-lined index cards.  The blank canvas is open for any idea or illustration and the additional sturdiness of the paper makes it easy to hold up to someone else and get feedback.  An additional tool that I have been using one my computer is a little timer application that follows a task management approach called Pomadoro (http://pomodorotechnique.com/). The application I use is called Focus Booster (http://www.focusboosterapp.com/), but many similar applications exist to help follow the Pomadoro approach.  I have my timer set for 20 minute intervals with a five minute break directly after.   Every task that I take on in a day can be prototyped in some way, shape, or form in 20 minutes.  I can then view each block of time as a way to get the first draft done or a piece of a larger project started. The break time is great for getting initial feedback before going onto the next 20 minute block of time.

## Creation Of A Physical Or Digital Output That Can Be Reused By Others

My key learning here was very simple: Don't reinvent the wheel.  I should always work to use a structure that is common and that people already know how to interact with.  I used to criticize the conferences that "stole" or "borrowed" the structure made popular by TED: no more then 20 minutes, very few slides, and a focus on telling a singular story.  However, after completing this project, I believe that is a very intelligent thing to do and is honoring the needs

of the participants/ learners.  Once a structure for receiving new information and inspiration is widely know and accepted, using that structure will help participants to focus purely on the content.  Very little brain energy will be required to process or understand the format. It is smart not lazy.

**Identification Of Ways To Use My Skills To Build Into Others**

I have a background in engineering and always profile high on the strategy side of things for most workplace assessments.  I have constantly wondered how my passion for creativity and ability to provide structure and linear thinking could go together and be used to build into others. Well, I found that developing a strategy behind a training program while focusing on the individual's experience and learning goals is a perfect for me.  Through this project I have become a mentor to many and feel my strengths are fully being utilized.

**Understanding Of How To Engage Millennials And New Hires In Their Career Growth**

Through this project, I paid attention to our newest employees to see what elements appeared to be most critical to generating excitement and momentum for learning.  I believe that getting our younger staff started on the right foot when coming in the door will make training a more natural part of our culture moving forward.  Within each of the three principles that I chose for SEEK's training program (autonomy, team resource, failure), there was an important element for our newer staff.  Autonomy was a very important element because many millennials feel a sense of unlimited options and view every day as a series of choices.  Few millennials see a task as only having one path for completions.  Team resource should be used to identify and encourage the use of individual strengths and past experiences.  Millennials want to walk in the door and immediately feel valued for what they can unique bring to an organization.  Finally,

positioning failure as a positive learning tool encourages experimentation and empowers younger

employees to test out some of their ideas on their own instead of waiting for official approval.

**SECTION SIX: NEXT STEPS**

"Training starts with your desire to push beyond your current knowledge and experience set.

It requires effort above and beyond your current responsibilities.

Re-read those two sentences.  Let it sink in.  If you do not have desire to grow and ability to do more then you are currently doing, there is no space for learning.

Pass the test? Then lets move on."  (Zoeckler, 2014)

Development is important and available to all… not just the book smart or the well off.

It's important to the street kids in India, the MBA students, the new employees, the retired

professionals, and the stay at home moms.  It's a critical part of the human experience.  While it

is important and also available to all, it requires a specific mindset.  Specifically, it requires

strong personal desire and time.  While I do not believe that I can singlehandedly provide either

of those to a learner at the start of their journey, I know that a focus on three areas will help in

the journey once they decide to make it a priority. Moving forward I plan to focused my efforts

to provide additional simplicity, structure, and satisfaction for all participants.  Below are the

questions that I will focus on answering for next steps.  I will also provide a few initial

prototypes of work to be completed beyond the scope of this project.

**Structure**

- How to create a series of consistent training opportunities?

- What should be available weekly, monthly, quarterly, and annually?

- How can I work training and practice into existing structures?

- What's the best way to structure the list of skills that SEEK should focus on building within employees?

- How to create a structure that allows individual choice, pairs learners in team environments, and allows for learning through failure?

One specific next step that I would like to take is to develop a quarterly structure for

growing an understanding of our company values as well as a specific job skill.  I have created a

first draft and structured an email that I will send to others in order to get feedback  (See Figure

34).

Figure 34 - Rough draft of a quarterly training structure that could be shared with other in my
organization for feedback to help create additional round of prototypes of the structure.

Hey ____,
Below are my first recommendations for a Core Skills Training plan:
There would be 2 Parts: 1 part = related to the values.  2nd part = specific job role
There would be a common format:  Knowledge/ Understanding Gained --> Self Practice -->
Stretch Activity (acting as support) --> Stretch Activity (acting as lead)

**Part 1 Values:** At the start of each quarter, each consultant should choose from one of SEEK's 4
values.  They need to find a partner consultant that has selected the same value area.  Over the 3
months, each consultant is required to research to find 3 relevant resources to read/ review/
summarize and share with their partner (could include blog articles, TED videos, books,
etc).  They are also each required to complete 3 defined practice activities and share with their
partner.  At the end of each quarter, Account team meetings will be used to share out key
learnings to the rest of the team.  Awards will be given for the most creative resources found,
most effort towards practice activities, and most helpful information shared with the team.

Example: If I chose Task the Risk, I might choose to read Richard Branson "screw it, let's do it",
Forbes "Top 10 Risks Businesses Fear Most ", and watch TED Talks: "Mariana Mazzucato:
Government -- investor, risk-taker, innovator" and "Naomi Klein: Addicted to risk". I would then
share my summary with my partner who would have been reviewing different but related
stimulus.

I would then need to complete 3 practice activities (1 per month on average).  Example:
#1) Life journey – Plot your life roadmap on a flip chart marking key moments in time when you
took a big risk.  What was at risk?  What happened?  What did you learn from it?
#2) Take a risk – What are 3 things that scare you?  Select one of your fears and face it head
on.  Determine 1 way to run head first at one of your fears.  Document what happened.
#3) 80 for the 20 – The next challenge that comes your way, determine how to solve it 80% of
the way with only 20% of the effort.  Document what happened.
Each practice activity should be signed off by your partner as being completed and discussed
(could be as simple as an email).

**Part 2 Job Skills:** Work with AD to determine 1 competency area to focus on.  Identify 3
relevant resources to read/ review/ summarize related to that competency area and share with the
AD. Select 1 personal practice activity.  Determine with your AD one stretch partner activity (as
2nd).  Plan for a stretch partner activity for the next quarter where you are the lead.

Example: Design session.  3 resources identified: Video recording of someone at SEEK
explaining the creative design process, borrow and read one of the design books back in Studio,
and attend a local Design Thinking event.
Step 1:Practice by re-designing a past project using only the original client notes – review with
an Account Director (AD).
Step 2: Co-lead a design session for a real project with the AD as the main lead for the session.
Step 3: In a future quarter, lead a project design session with AD as the support.

**Simplicity**

- How to identify existing training or learning methods that require no explanation?

- How to learn from the simplicity of how kids choose to learn when on their own?

- What tools could I provide to every manager to help guide the creation of employee development plans?

- What materials are always available when in a meeting room?

- How to beginning a practice activity with action and use others in the group to determine how to extend the learning to other contexts?

- How to simplify the use of creativity principles for design choices?

- How to create training materials that are relevant for all employees regardless of job function?

As a next step, I would like to prototype a series of skills based training materials that are not dependent on having internet, require very few materials, and follow a structure that not distracting to the learning goals. I plan to use the practice principles to develop a series of soft skills practice activities (currently considering the skills of guiding others, commanding a room with confidence, and adapting a plan on the fly). For the top skills identified, I plan to create physical materials that are self-explanatory, easy to run without additional materials, and use reflection and discussion to maximize the learning. These will be prototyped and tested during our next all staff meeting on May 15th, 2014.

Additionally, I am excited about simplifying the process of selecting and then applying a set of creativity principles to an event or program design. In the future, I would like to create a tool that will allow others to go online to select spotlight creativity principles for their program.

After clicking on three principles, the tool would output a one page summary of the selected principles and a example of what might happen as you overlap them. Figure 35 shows a first prototype of what an online interface might look like.

Figure 35 - Prototype for a tool that would allow users to select creativity principles that they believe would be important for the design of a program.
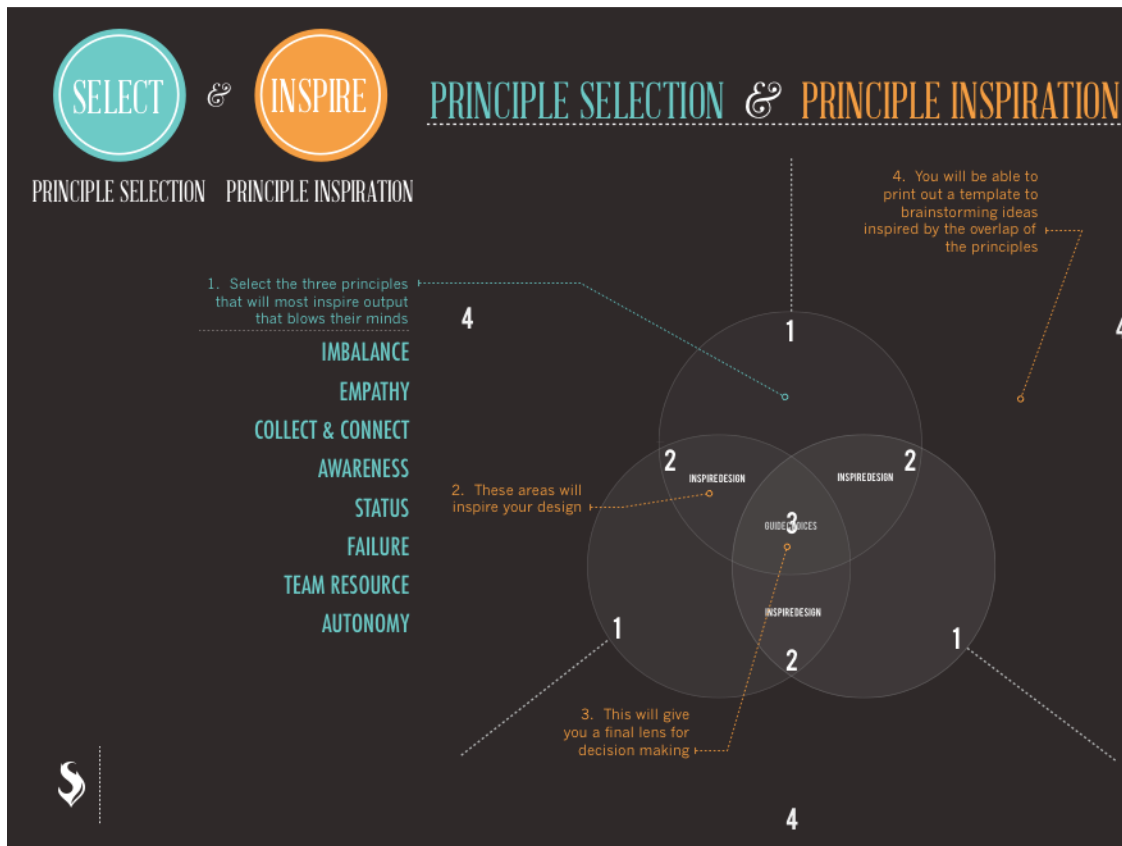


## Satisfaction

- How to communicate the importance of training amongst other specific job priorities?

- What are the best ways to reward those who actively pursue their own development?

- Are rewards needed to incentivize a growth mindset?

- What is most satisfying for learning participants when they get to the end of a program?

- How can I promote the satisfaction in failing and learning from it?

I have a lot of work to do to better understand what motivates people to grow, learn, and take on additional challenges. What does satisfaction look like as the end of a training program? Are people smiling? Are they bruised and bleeding? Have they pushed as hard as they can and have nothing left to give? I believe there is a common drive in people to achieve their full potential, and the quest towards uncovering your potential is a personal and never ending quest.

To help identify ways to remove any unnecessary obstacles on that quest, I would like to further investigate cultures, events, and institutions where individual development is held up as the primary goal. For example, I believe that in many organizations, typical financial incentives may be unnecessary obstacles that get in the way of personal development. Bonus structures that are based on business performance communicate that money is the most important output and development should be lower in priority. In the coming months, I would like to propose some alternative or secondary rewards structures within SEEK that may help to further promote the benefit of personal growth.

## Questions For You The Reader

I would like to end this paper with a final tool that I learn about during the course of the GCL program in India (3, 2, 1 Reflection). Please review the questions below and record your response in your preferred method.

**3, 2, 1 Reflection**

Based on reading this paper:

What are three things you would like to implement in your life or organization?

1)

2)

3)

What are two questions that you would most like to research further?

1)

2)

What is one thing you will do today in order to extend this learning?

1)

# References

Botton, A. (2004). *Status anxiety*. New York, NY: Pantheon Books.

Brown, S. & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. New York, NY: Avery.

Carr, N. (2010). *The shallows: What the Internet is doing to our brains*. New York, NY: W.W. Norton.

Coyle, D. (2009). *The talent code: Greatness isn't born: It's grown, here's how*. New York, NY: Bantam Books.

Denmead, K. (2011). *The geek dad book for aspiring mad scientists: The coolest experiments and projects for science fairs and family fun*. New York, NY: Gotham.

Doepke, B., Hewitt, G. & Zoeckler, G. (2011). *10 creativity principles: Designing transformation into your events.* Unpublished.

*English Standard Version*. Bible Gateway. Web. 20 Oct. 2012.

Gardner, D. (2009). *The science of fear: How the culture of fear manipulates your brain*. New York, NY: Plume.

Gelb, M. (1999). *The how to think like Leonardo da Vinci workbook: Your personal companion to How to think like Leonardo da Vinci*. New York, NY: Dell Pub.

Gladwell, M. (2011). *Outliers: The story of success*. New York, NY: Back Bay Books.

Glei, J. & Belsky, S. (2013). *Maximize your potential: Grow your expertise, take bold risks and build an incredible career*. Las Vegas, NV: Amazon Publishing.

Godin, S. (2007). *The Dip: A little book that teaches you when to quit (and when to stick)*. New York, NY: Portfolio.

Greene, R. (2012). *Mastery*. New York, NY: Viking.

Hanks, K. & Belliston, L. (2006). *Rapid viz: A new method for the rapid visualization of ideas*. Boston, MA: Thomson Course Technology PTR.

Henry, T. (2013). *Die empty: Unleash your best work every day*. New York, NY: Portfolio/Penguin.

Johansson, F. (2006). *The Medici effect: What elephants and epidemics can teach us about innovation*. Boston, MA: Harvard Business School Press.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, 4(2), 193-212.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

Lemov, D., Woolway, E. & Yezzi, K. (2012). *Practice perfect 42 rules for getting better at getting better*. Grand Haven, MI: Brilliance Audio.

Liedtka, J. & Ogilvie, T. (2011). *Designing for growth: A design thinking tool kit for managers*. New York, NY: Columbia Business School Pub.

Lynch, C. (2007). *Rules for renegades: How to make more money, rock your career, and revel in your individuality*. New York, NY: McGraw-Hill.

Haggerty, B., Lewis, R. & Mansfield, C. (2012). Ten Thousand Hours (Macklemore). On *The Heist*. Seattle, WA. Macklemore LLC

McCarthy, B. (1987). *The 4MAT system: Teaching to learning styles with right/left mode techniques*. Barrington, IL: EXCEL, Inc.

Meier, D. (2000). *The accelerated learning handbook: A creative guide to designing and delivering faster, more effective training programs*. New York, NY: McGraw Hill.

Meyer, P. (2010). *From workplace to playspace innovating, learning, and changing through dynamic engagement*. San Francisco, CA: Jossey-Bass.

Murdock, M. & Keller-Mathers, S. (2008). Teaching and learning creatively with the Torrance Incubation Model: A research and practice update. *International Journal of Creativity and Problem Solving, 18*(2), 11-33.

Patnaik, D. & Mortensen, P. (2009). *Wired to care: How companies prosper when they create widespread empathy*. Upper Saddle River, N.J: FT Press.

Pink, D. (2012). *To sell is human: The surprising truth about moving others*. New York, NY: Riverhead Books.

Rath, T. (2007). *Strengths finder 2.0*. New York, NY: Gallup Press.

Rock, D. (2007). *Quiet leadership: Help people think better - don't tell them what to do*. New York, NY: Harper.

Salacuse, J. (2010). *Leading leaders: How to manage smart, talented, rich, and powerful people*. S.l: Amacom American Management.

Schwarz, R. (2002). *The skilled facilitator a comprehensive resource for consultants, facilitators, managers, trainers, and coaches*. San Francisco, CA: Jossey-Bass.

Sherwin, D. (2010). *Creative workshop: 80 challenges to sharpen your design skills*. Cincinnati, OH: HOW Books.

Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action*. New York, NY: Portfolio.

Smith, K. (2008). *How to be an explorer of the world: Portable life museum*. New York, NY: Perigee.

Smith, R. (2007). *The 7 levels of change: Different thinking for different results*. Reading, Pa: Tapestry Press.

Zoeckler, G. (2011). *Failure: The birthplace of brilliance.* Unpublished manuscript. International

Center for Studies in Creativity, Buffalo State University, Buffalo, NY.

**Appendix**

**SEEK's Creativity Principles**

CREATIVITY PRINCIPLES

**SEEK's Creativity Principles** have evolved from our study of the creative process, psychology, neuroscience, and our years of experience helping Fortune 500 organizations and brands to generate new ideas.

For each project, we choose three (3) spotlight principles that best fit the project objectives. The design takes focus through the interaction of these "spotlights." The remaining principles, constants and supports, serve to structure and enhance every element of the program's design and execution.

DESIGN STRUCTURE
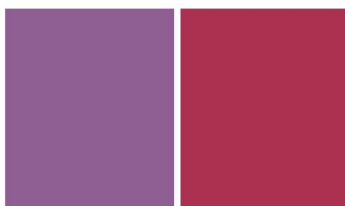Colored modules are selected for each project based on the objectives

SPOTLIGHT

SUPPORT

CONSTANT

CONSTANT

Clarity of Framework
Participants know what is happening, when, where and why

Choreographed Energy
Optimize engagement by varying physical and cognitive intensity

SPOTLIGHT & SUPPORT

Imbalance
Drive action through participants' instinct to restore balance

Target Empathy
Design through the tangible experience of the target audience

Collect & Connect
Disassemble inspiration and recombine the parts to make new ideas

Advanced Awareness
Enhance participants' perceptive skill to expand sensory inspiration

Elevated Status
Amplify participants' unique voice to produce original content

Failure
Leverage failure as an identifier of relevant innovation vectors

Team Resource
Explore full range of participants' life skills and passions

Autonomy
Encourage personal ownership of a path through the design