

Solution "Hack" Creator

SAMPLE

Original Solution Details:

Name or Subject Matter of Training	The Science of Influencing for Business
Delivery format(s)	ILT
Duration of training (mins/hrs/days?)	1 day
About how many employees trained (over any interval)?	125 people managers / year (out of 1,500)
One learning objective to "hack"	Understand the five key elements of influencing

Original vs. Hacked Training Solution:

Phase	Original Solution	Hacked Solution
Gather	Participants enroll online and receive enrollment notification via email	Two weeks prior to ILT, enrolled participants receive a welcome training notification via e-mail with a pre-work assignment : watch a one-minute video and answer a single multiple-choice question (30 seconds). The e-mail link is tied to a mobile friendly web app.
Reflect & Create	(No content supporting this phase)	One week goes by with no additional tasks. However, participants reflect on the video and their responses, wondering how their answers will compare to others'. During this time, learners naturally create associations with prior knowledge, thinking about past experiences related to the video's content.
Gather	Participants receive pre-training event notification, with logistical details only (location, what to bring, etc.)	The pre-training event notification logistics and also invites learners to view aggregated responses to the pre-work question. (Data/responses can live on a Google form spreadsheet or through a Blog platform displaying a bar graph illustrating choices submitted.)
Reflect & Create	(Nothing happening here)	One week goes by with no additional tasks. However, participants reflect on their answers in relation to what others have responded . Now the bar graph of aggregated answers is almost complete. Participants feel aligned or unique in

		their opinion/response to the video creating an “emotional” state of mind (a foundation for stronger memory building).
Gather	8-hour ILT class is conducted	50 min. interactive webinar
Reflect & Create	Training is complete. The webinar is recorded and posted on the server with link shared in follow up email. No further content.	The webinar is recorded and posted on the server with link shared in follow up email. Participant receives a link via email with invite to sign up for ‘brain boosts’ (periodic questions sent via text message to trigger memory and offer “testing” of new knowledge.
Reflect & Create	(Nothing happening here)	Participants wait two days in reflection and creation phase before receiving the first memory boost (i.e., a question to trigger recognition of new content shared in webinar).
Test	(Nothing happening here)	Two days after the webinar, participant receives first memory boost via text , in the form of a multiple choice question. Submission are once again posted to an aggregated web view (i.e., Google Sheet). This question is a recall type of “brain boost” that should come first.
Test	(Nothing happening here)	Two weeks after webinar, participants receive another memory boost, this time in the form of a fill in the blank question (another recall brain boost).
Test	(Nothing happening here)	Two months after webinar, participants receives the next boost, asking them to generate an answer to a question (a generative type of boost).
Reflect & Create	(Nothing happening here)	Participant reflects on their actions related to boost question strengthening access to content and making associations about their action/learning.
Test	(Nothing happening here)	Three months after webinar, participants receives the final boost, asking them to generate an answer to a question (an integrative type question reflecting on how they’ve changed their thinking and work practice around influencing.
Note re: Training Duration	One time @ 8 hours	Spaced over 3 months & 2 days -- including pre-work, reminders, webinar, and boosts

SOLUTION "Hack" Creator

Training Solution Details:

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One learning objective to "hack"	

Original vs. Hacked Training Solution:

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"Neural-Hack" TOOLS

Neuro-tools (options)	Delivery Vehicles (options)
<ul style="list-style-type: none"> <input type="checkbox"/> Memory Boosting (three types) <ul style="list-style-type: none"> ➢ Recognition ➢ Generative ➢ Integrative <input type="checkbox"/> Emotionally charged content <input type="checkbox"/> Story telling <input type="checkbox"/> Neural limit for passive information gathering ~ 20 min. <input type="checkbox"/> Spacing for repeated retrieval (increase spacing over days / weeks / month) <input type="checkbox"/> Recall (not review) <input type="checkbox"/> Motivation timing (strike when hot) <input type="checkbox"/> Apply (a little) stress <input type="checkbox"/> Mastery (of single task, behavior, objective) before building-on <input type="checkbox"/> Take early action to test new knowledge (write, speak, teach) <input type="checkbox"/> Neural Gap: Create a temporary information disconnect (before revealing full information) <input type="checkbox"/> Others? 	<ul style="list-style-type: none"> <input type="checkbox"/> Vlog (video blog) <input type="checkbox"/> Audio cast <input type="checkbox"/> Mobile (responsive) <input type="checkbox"/> Live ILT / classroom <input type="checkbox"/> Virtual facilitation (webinar) <input type="checkbox"/> Online module <input type="checkbox"/> Brown-bag / lunch-n-learn <input type="checkbox"/> Peer review / feedback <input type="checkbox"/> Virtual class with webcams on <input type="checkbox"/> Micro-lesson (micro content) <input type="checkbox"/> Web app (vs. native app) <input type="checkbox"/> Social media (votes, +1, likes, tweets, comments) <input type="checkbox"/> Blog <input type="checkbox"/> Cloud collaboration (e.g., Google doc) <input type="checkbox"/> Other...

The Learning Cycle Phases

PHASE 1: Gather (*sensory cortices*)

Learner is exposed to the content.

Designer uses any *push* or *pull* delivery method to enable a sensory experience (through the sensory cortices: auditory, visual...).

PHASE 2: Reflect (*temporal lobe*)

Learner reflects automatically during sleep or activities unrelated to the training like commuting home

Designer builds in time for a participants to do their own reflective observation (drawing on the temporal lobe). Designers can add “subtle” prompts or mechanisms during this downtime to help trigger learners reflect on what they were exposed to.

PHASE 3: Create (*prefrontal cortex*)

Learner creates of associations and new pathways, connecting to pre-existing knowledge in the brain. This process happens automatically.

Designer builds in time for the learner to create new concepts (in the prefrontal cortex) on their own. The interval of “down time” appropriate for a single learning objective to be “created” may depend on previous knowledge held by the learner.

PHASE 4: Test (*motor cortices*)

Learner actively tests their new knowledge toward building a new skill or forming a new habit.

Designer guides learners to actively “test” new knowledge/content (via the motor cortices) by:

- Rewriting notes from memory
- Taking quizzes
- Speaking about the new content (verbalizing)
- Sharing ideas about the content
- Teaching the content to someone
- Preparing for a shadow/ride-along day
- Journaling/blogging
- Performing any physical task to practice, especially if the skill requires a motor function like using a new piece of software or working with a new operating procedure

The Learning Cycle Phases: DESIGN TIPS

- **Include all four phases** of The Learning Cycle for each learning objective.
- **Sequence the phases.** For every **Gather** phase of your solution, follow with a **Reflection/Create**, and **Test** phases by design.
- **Repeat phases** where it might help learner strengthen their ability to use the new information on the job, and especially if new behaviors or habits are needed.
- **Do not “overexpose”** the learner in any one **Gather** phase. For every *new* piece of information a learner receives, their brain will have to cycle through all phases each time in order for that content to be available / remembered / useful on the job.

Zull (2011); Kolb (1981)

*“The power and duration of learning is proportionate to how many regions of the brain are engaged. The **completion of the entire cycle is required for true change in behavior and performance.**”*

~ Educator and biologist James Zull, author of *The Art of Changing the Brain* (2002) and *From Brain to Mind: Using Neuroscience to Guide Change in Education* (2011)