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# **What I learned from writing 28 articles on Learning Battle Cards (TM)**



## **Introduction**

The 28 articles were written in English, as it was necessary to be understood both in Poland, Germany and France, to travel from East to West.

I am writing this short article in French, because I think that educational engineering is a cultural matter, and simply to share a French vision with French people and by extension with French speakers.

### **What I learned :**

On the Learning Battle Cards (TM) model

1. The more complex the project, the more interesting the Learning Battle Cards model (Framework) is to use
2. Storytelling on case studies: the young start-up, the Earth, and the association "The Rhine Can't Wait" allow to free oneself from constraints and, simultaneously, to demonstrate
3. The cards function as impulses and support creativity throughout the process
4. There is an infinite number of possible ways to use the model and even more ways to deviate from it, as do the best practitioners I know in France, I will not mention their names but they will recognise themselves
5. You are missing some cards. Invent them!
6. Low tech, the cards? Yes, but that's what makes them so effective.

On writing articles

1. Before starting a series, it is good to have defined (in a synopsis or plan) the content of all the articles
2. For mental comfort, get ahead of the game, write several articles - at least - in "draft" version before starting to publish
3. As time goes by, one writes faster and faster

About myself

1. What I already knew: getting out of my comfort zone without getting out of my skill zone is what makes me learn fastest
2. My IKIGAI is right where I think it is: at the intersection of the postures/functions of coach, mentor, tutor and facilitator.
3. Writing is always the project that pulls me, all situations that allow me to write are good to seize.

A possible conclusion

To learn:

Offer yourself challenges, organise yourself to meet them, be prepared to make mistakes, or to not be perfect and go for it.

# Why should you use the Learning Battle Cards (TM)? 1/28

## Introduction

This article is the first of a series of 28 articles that I intend to publish in November. Why 28 articles. The major reason is that these articles are part of a 28 day marketing action focused on the Learning Battle Cards introduction in Germany. As planned, the articles will be organized in 4 sub-series:

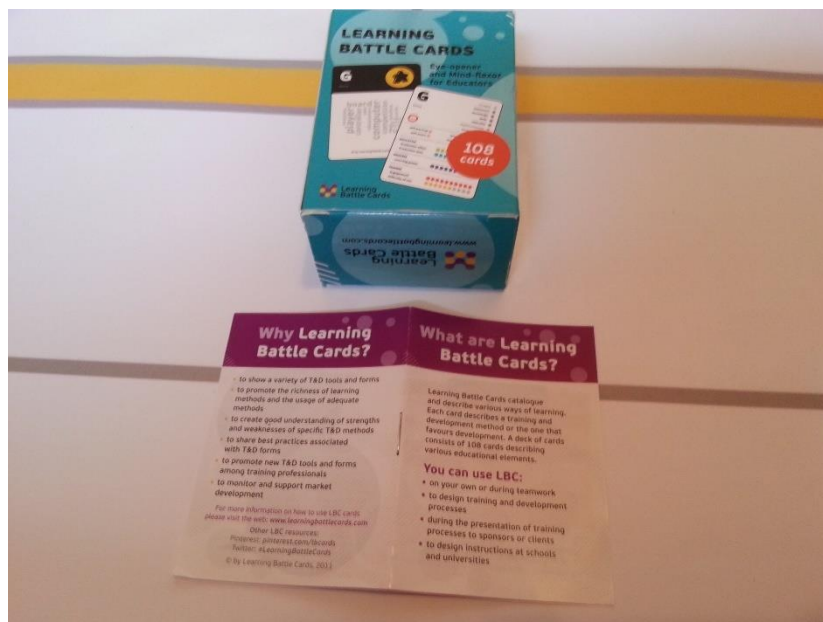
The first 4 articles will deal with general information about the tool

The following 4 articles will focus on the "context" part of the LBC framework or canvas

The following ten articles will more content information on 10 "learning methods" which have in common a high learning power and engagement potential (on the part of the learner). Moreover, a last criteria of selection, these learning methods are methods about which I can refer to years of practice and experience.

The last 10 articles will focus on telling the story of a fictitious case of implementation of the cards and framework at the level of a large city (like Stuttgart) and its Suburbs

What are the LBC Cards and Framework



They are two tools, originally designed by a team of Polish trainers, experimented and tuned/improved with a panel of 50 professional trainers and learning designers.

These tools will be used to increase the efficiency of your learning design process at different stage of the project, according to your role and to the willingness of your stakeholders to collaborate, and to "play the game" with you.

You can find them on the [Learning Battle Cards web site](#), and can buy them there.

What is your role? And what can you expect?

1. You are in HR and

**1.1 you want to involve all major stakeholder in the learning design project**

Sometimes your internal problem owner may not really know what they want or need? By involving all stakeholders in the definition of the context of the project and a possible learning process, you get faster to a consensus on what needs to be solved and how it will be solved

**1.2 you want to communicate results / decisions to top management - or social partners** (trade unions), or want to involve them in the high level decision process and get their support.

You can use the final result of one or two workshops (a description of the context and process) to top management and/or trade union representative to gain their support / validation of the problem and solution.

2. You are a Learning Project Manager or chief Learning designer.

**2.1 - On a personal basis, you want to expand your knowledge of existing learning methods**, situations, tools, training materials, resources, practices.

Using the card you can make them the entry point of a personal learning journey, using the Internet to access basic information about each "method"

**2.2 - in the context of a project, you want to facilitate a collaborative design of the learning process.**

From the cards and framework you can expect the following:

- each card will sustain, prompt the creativity of the collaborating teams;
- the different fields / sections on each card will provide you with information that will help you to decide WHEN to use a specific learning method, and to make other rational choices based on objective/subjective criteria (details will come in the following articles);
- with the framework (or Learning Battle Cards Canvas) it will be possible to build a strategy in a collaborative manner and to discuss the pros and cons of a specific method in context, and making sure that no important aspect is left out;
- when using the framework in a systemic manner, connecting top fields (context) and bottom fields (process) you can make sure that every activity makes sense in connection with other activities and with objectives. For example, your implementation activities will be connected to the needs, and your assessment activities will be connected to objectives and KPIs.

To be continued ...

Tomorrow: « How to get familiar with the Learning Battle Cards and Framework (TM)?

# How to get familiar with the Learning Battle Cards and Framework (TM)? 2/28

## Introduction

In the first article: [Why should you use The Learning Battle Cards \(TM\)?](#) of this series, we introduced the Learning Battle Cards and framework, and the benefits you could expect from them according to your role (in HR or Learning Design)

In this article we intend to suggest one of many ways to get familiar with the cards. It's a personal process, someone with a different learning strategy may approach this differently. The objective is in the end, is to know, as a professional, what you can/could really do with the cards. They are only tools, and your efficiency will depend on your mastery of the concepts behind the cards, and not only mastery of concepts but of actions required when implementing a method or a tool.

## STEP 1: Get familiar with the cards

There are many ways to use the cards, and, for sure many new ways will be invented.

Your early objective is to get familiar with the cards:

- what tools / methods are described in the deck of cards
- which method you know is not there
- what kind of information do you find on each side of a card
- what do you really know the method? have you ever used it?
- do you always agree with the authors

When I received my first deck of cards, I spent a lot of time playing with them. I had invented a few games I could play alone or with a peer (funnier) - having to guess the information on the other side of the card in specific fields. I played under time pressure, going through as many cards as possible in sprints of 3 minutes.

## STEP 2 - Get exhaustive about the cards

Your aim here, is to know and record which methods and tools are in the deck and which are not.

There is no other way as going through the deck of cards and recording the info as you go along. You will not find a list of the cards in the package.

When I did that, I first recorded the name of the cards and the infos associated to each field of information, my personal way of remembering things, and then, I made an excel file of it. The purpose is to be able to sort the cards according to a criteria or a combination of criteria: for example "Learning power" and "engagement"

### STEP 3 - Explore the framework

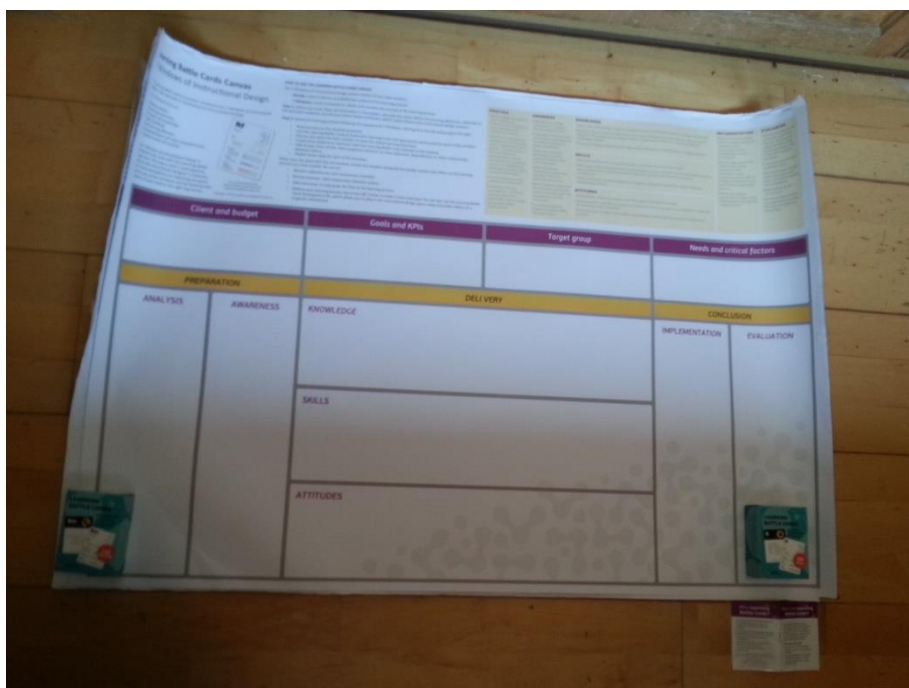
As already seen in the first article, the framework is the second tool. This framework is a powerful tool to create collaboratively a learning strategy and communicate it.

#### **The framework has two distinctive parts:**

**The top part** has four fields that will enable you to describe the **context of the project**

**The bottom part** has 7 fields (called windows), each field representing a specific moment or aspect of the **learning process**.

We will go into more details in the fourth article of this series of 28 articles. For the moment, you will have to satisfy yourself with the picture below.



To be continued...

Tomorrow: Anatomy of a Card

## **Anatomy of a card 3/28**

## Introduction

The cards are all structured in the same way, yet they do not represent the same type of concept, method, tool or activity:

You will find card that will represent:

- a **learning activity** like "note taking" or "repetition";
- a **teaching technique** like "metaphor"
- a **teaching method** or **situation** like "seminar",
- a **training object** or **resource** like "simulation" or "book"
- a **communication modality** like "e-mail" or "audioconference"
- an **organisational** or **community set up** like "Community of Practice"
- a **pedagogical accessory** or device like "Board"

The Learning Battle Cards (TM) have two sides

On one side you find the following information:

**A symbol** - which remains the same in all languages- , the name of the **training method**, an **icon** and a **cloud of tags**



On the other side



### On the top left

**Symbol** and name of **training method** are repeated

The **granularity** of the method, which requires some explanation of the levels.

- the full circle in the middle represents the smallest sub-part of the learning process, for example "check-list"
- the middle circle represent a granularity level in which the method could a significant part of the learning process, but not all of it, like in "facilitation" or "teach back"
- the outer circle represent the broadest possible spectrum of use of the learning method in the learning process. In fact in theory, as I understand it, all the needs of the learning process could be answered using this single method, just as it is the case with "**project based learning**"

A few methods, like "**Peer-to-peer learning**" can be used at all three levels

### On the top right

- the seven points represent the possible usefulness of the method at different stages of the learning process as depicted in the framework, as you will see in the next article (anatomy of the framework).

These are the following:

- Analysis,
- Awareness,
- Knowledge,

- Skills,
- Attitudes,
- Implementation,
- Measurement,

### **In the middle**

The **profile** part is constituted of three pairs related to learning situations:

- self-learning or with peers - individual vs group dimension,
- sync(honous) or async(hronous) - time dimension,
- formal or informal - Learning context degree of formality

### **The bottom half**

The bottom half of the card is consituted of **5 "powerbars"**

Two of them are from the perspectif of the educator (or trainer, designer)

#### **- Production effort**

- Production time

One is from the perspective of the learning process efficiency

#### **- Learning power**

The two final ones are from the perspective of the learner / trainee

#### **- Engagement**

#### **- Difficulty of use**

....To be continued

Tomorrow: ***Overview of the LBC Framework (Context and Process)***

## **Overview of the Framework 4/28**

### **Introduction**

The other name of the Framework is as follows: "Learning Battle Cards Canvas - 7 windows of Instructionl design.

With this framework, you can define to elements of your instructional design project

1. The context of the project
2. The learning process itself

The context part of the document is not very much documented as such, it is supposed to be "self-explanatory. Yet, we will deal with this "context" part of the project in the next 4 articles, as we believe it is essential for a good use of the LBC model.

The 7 windows describing the learning process are well documented on the framework, we will give a short description of the meaning of each Window using our own words, and sometimes slightly diverging from the official explanations.



## Overview of the framework - part 1: CONTEXT

### Here you'll find four fields:

- Client and budget
- Goal and KPIs
- Target Group
- Needs and critical factors

As we will be coming back in details on these fields in the next four articles, we won't comment at this stage.

## Overview of the framework - part 2: LEARNING PROCESS

One thing you should understand at this stage, is that you HAVE TO look at this process from the perspective of the learner or trainee. It's his/her learning process you will be describing here, AND NOT YOUR PROJECT MANAGEMENT PROCESS, although it could look like it. This is critical not to mix the perspectives.

The 7 windows are organized in 3 sections: PREPARATION, DELIVERY, CONCLUSION - From the point of view of the learner you could call them BEFORE - DURING - AFTER (Training/learning)

PREPARATION has 2 windows

- **ANALYSIS** - for example how learners' needs will be analyzed, Level of competency, what pre-requisites, target group composition (homogeneity) and specific needs of each sub-group, what is the learning environment? what are the constraints?
- **AWARENESS** - what can be done to raise the awareness of the Target Group and other stakeholders that a training/learning action is required and important

DELIVERY has 3 windows

- **KNOWLEDGE**: What range of knowledge to develop and how should it be acquired, how will it contribute to skills and attitudes?
- **SKILLS** - What range of skills (hard, soft) to develop and how to develop them?
- **ATTITUDES**: What attitudes need to be adopted, and how the change of attitude will be promoted (including attitudes towards training)?

CONCLUSION has 2 windows

- **IMPLEMENTATION** - it refers to the way NEW knowledge, skills and attitudes will be applied and used at work - how will roadblocks (barriers) to change be removed, how will "field managers"(supervisors) be supported in the change of their role (from boss to coach/facilitator/tutor / developer ...)?

- **EVALUATION** - How do you build tools to assess the project? How do you intend to collect evaluation data? Who will be in charge of data analysis? What will be done with the results? How could a continuous evaluation be implemented?

As a conclusion:

The framework is of great help specially when you are beginning with collaboration on large instructional design projects. Yet, again, as with the cards, the framework is only a tool. It's the way you use it that will make the difference, and don't be afraid of adapting it in specific contexts, to better stick to your clients own models and/or terminology.

To be continued...

Tomorrow: *Learning Battle Cards (TM) setting up the context part 1: Client and Budget*

## Context: Client & Budget 5/28

Introduction:

I was going to tell you all the things you should know beforehand about your client and budget, and as i was writing a draft of the article, I felt ill a ease. I had the feeling it wouldn't do, and then I remembered I had read Theory U from C. Otto Scharmer, and a phrase still stuck in my head, and that was the following one: “ *Across the board we collectively create outcomes that nobody wants. Yet, the key decision makers do not feel capable of redirecting the course of events in any significant way* (Theory U p. 3)).

I scratched everything I had written, and came up with this new version that fits much better my purpose and demonstration

A problem worth a collective effort:

*The crisis reveals that the old underlying social structure and way of thinking, the old way of institutionlizing and enacting collective social forms are dying. ...*

*The ten warmest years ever recorded – with the exception of 1998 – have occured since 2000. In spite of overwhelming scientific and experiential evidence that our economic activities are acceleration climate change, we, as members of a global system, have so far continued to operate the old way – as if nothing much had happened”. (Theory U p. 2)*

Anticipating, the story I will tell you later

If your client were the Earth



If your client were the EARTH Or [Gaia](#) , what would you do/ how would you tackle this “context : Client and Budget” question ?

Your client is your boss

Now imagine your client is you boss, and you are in a Start-up company?

What model could you use ? I suggest you use the CANVAS Model.

<b>Key Partners</b> Who are our Key Partners? Who are our key suppliers? Which Key Resources are we acquiring from partners? Which Key Activities do partners perform?	<b>Key Activities</b> What Key Activities do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue streams?	<b>Value Propositions</b> What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What bundles of products and services are we offering to each Customer Segment? Which customer needs are we satisfying?	<b>Customer Relationships</b> What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which ones have we established? How are they integrated with the rest of our business model? How costly are they?	<b>Customer Segments</b> For whom are we creating value? Who are our most important customers?
	<b>Key Resources</b> What Key Resources do our Value Propositions require? Our Distribution Channels? Customer Relationships? Revenue Streams?		<b>Channels</b> Through which Channels do our Customer Segments want to be reached? How are we reaching them now? How are our Channels integrated? Which ones work best? Which ones are most cost-efficient? How are we integrating them with customer routines?	
<b>Cost Structure</b> What are the most important costs inherent in our business model? Which Key Resources are most expensive? Which Key Activities are most expensive?		<b>Revenue Streams</b> For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each Revenue Stream contribute to overall revenues?		

To be continued ...

Tomorrow: *Learning Battle Card (TM) - Context : Goals and KPIs*

# Context: Goals & KPIs 6/28



## Introduction

If you have read the previous article : [Learning Battle Cards : Context- Client and Budget](#) - you will have seen that I had suggested that the earth could be your (our) client, following on this track, basing on the **IPCC special report on the impacts of global warming, 1.5 °C** I suggest a specific GOAL that the EARTH would like to achieve.

Still, to be nearer to your everyday life, and taking into account that you'd like something less complex to work on, I'll suggest goals and KPIs you might find easier to work on and nearer to the expectations of your boss. The goals set will be connected with the Onboarding process

### 1. (Y)our Client: The earth

If the earth were our client, and set ourselves the goal of a maximum increase of 1.5°C

1.1 What would be the impact on the sea-level in 2100 (Ref 1)?

1.2 and how many fewer people would be exposed to related risks, assuming no adaptation (Ref 2)?

1.3 What would be the impact on biodiversity and ecosystems, including species loss and extinction (Ref 3)

## Answers

=> 0.1 meter (0.04- 0.16)

=> 10 000 000 people

=> On land, impacts on biodiversity and ecosystems, including species loss and extinction, are projected to be lower at 1.5°C of global warming compared to 2°C.

### 2. Your client : your boss and his goals and KPIs

2. Your Client is your boss, you are in a 7 person (4 creators + 3 employees) strong Start-up expecting to double headcount every 6 months over the 2 coming years

**He has the following goals for the start-up:**

2.1 Get the best possible new recruits WorldWide => what could your KPIs be?

2.2 Improve by 100% the onboarding process efficiency => how could this be measured? (full professional autonomy after 3/6/9 months according to initial situation (6/12/18 months) - would you agree with that?

2.3 Retain at least 90% of all recruits in the company, 2 years after recruitment => What would be the simplest KPI? - Would Training/Learning Offer be sufficient? What else would be needed?

As a conclusion:

**KPIs and goals** are directly connected to business goals, Learning and training sole purpose (in business thinking) is to **make sure people can do their job, want to do it, and want to grow with the company.**

It's **the job of managers to develop people,**

and the job of the **top management to design a (fast) learning organisation.**

**Making sure that learning objectives are directly connected to business goals is your job as a Learning Designer.**

**You can't do this alone, you need everyone involved in the firm and maybe part if not all of its ecosystem (including partners and suppliers).** In the above mentionned case these could be Top universities, Engineering Schools and other players of the Ecosystem of your start-up's ecosystem. How could you get them onboard?

To be continued...

Tomorrow: *Learning Battle Cards (TM)* - Context : *Target Group*

## **References**

**Ref 1 : B2.1.** Model-based projections of global mean sea level rise (relative to 1986-2005) suggest an indicative range of 0.26 to 0.77 m by 2100 for 1.5°C global warming, 0.1 m (0.04-0.16 m) less than for a global warming of 2°C (*medium confidence*). (page 10/34)

**Ref 2 :** A reduction of 0.1 m in global sea level rise implies that up to 10 million fewer people would be exposed to related risks, based on population in

the year 2010 and assuming no adaptation (*medium confidence*). (page 10/34)

**Ref 3**

**B3. On land, impacts on biodiversity and ecosystems, including species loss and extinction, are projected to be lower at 1.5°C of global warming compared to 2°C.** Limiting global warming to 1.5°C compared to 2°C is projected to lower the impacts on terrestrial, freshwater, and coastal ecosystems and to retain more of their services to humans (*high confidence*) (page 10/34)

**B3.1.** Of 105,000 species studied, 9 6% of insects, 8% of plants and 4% of vertebrates are projected to lose over half of their climatically determined geographic range for global warming of 1.5°C, compared with 18% of insects, 16% of plants and 8% of vertebrates for global warming of 2°C

(*medium confidence*).

## Learning Battle Cards (TM) - Context: Target Group 7/28

### Introduction

In the previous article we dealt with Goals and KPIs. In this article we are dealing with the target Group

Imagine Your client is the earth? Who could your Target Group(s) be?

But, sticking to your start-up, we will have a look at the potential target groups of your Learning process

1. If the earth were (y)our client

What would (y)our target group(s) be?

**Easy enough, just about everybody**, starting in Kindergarten, but you would have to decide on your core target group, to aim at it surely, answer its needs and develop the right strategy? Would it be working citizens or policy makers at all level in Government, Administration, Business, Culture ...

2. Your boss is your client, and he wants you to identify the target groups



### What do we know already?

Your boss has the **following goals** for the start-up:

1. to get the best possible new recruits WorldWide => what could your KPI be?
2. **to Improve by 100% the onboarding process efficiency** => how could this be measured? (full professional autonomy after 3/6/9 months according to initial situation (6/12/18 months)
3. **to retain at least 90% of all recruits** in the company, 2 years after recruitment => What would be the simplest KPI? - Would Training/Learning Offer be sufficient? What else would be needed?

### Easy, isn't it? You have at least 3 targets groups:

1. **If you want to attract the best applicants worldwide**, and you are not Alphabet, then you have to offer them something special - you can promise the best onboarding experience in the World of Start-ups. **So one of your target groups, are the best Students at the best institutions worldwide** (it's for you to decide where these institutions are).
2. If you want to **improve the onboarding process efficiency** - you have **2 core target groups**: The **new hires** and the **people in charge of providing, training, supervision, tutoring, mentoring, ...** - look around yourself, there are not so many people involved, at the moment. You could interview all of them to know what they would expect and what are the difficulties they see (more to that in the next article).
3. If you want to **retain all the new recruits**, what else can you do beside having the best onboarding programme? You certainly know that the first reason to leave a company is having a bad relationship with (y)our direct manager...

What could you do about this? For yourself and for everybody else inside the company.

To be continued ...

Tomorrow : *Learning Battle Cards - Context: Needs and Critical Factors*

# Context: Needs and Critical Factors 8/28

Introduction:

In our [previous article](#), we identified our Target Group(s), now, the last field in the Context part of the frame work, deals with the question of needs and critical factors

As in the previous articles, we will consider two cases, first the case in which the earth is (y)our client and everybody on earth (y)our global target group. And, as a second case, your case, in your Start-up company, in which you have 3 target groups: Applicants, new hires and those in charge of training, supervising, tutoring, mentoring, ... them.

Have they got the same needs? do you have the same critical factors for each population in your target group? Probably not.

## 1. The Earth is (y)our client: Needs & Critical Factors



(Y)our Client is the earth, and your target group(s) is/are potentially everyone on earth. You have made a decision to focus on (... it's for you to decide).

What are their needs?

What are the needs of your target groups?

What do members of each target group have to know?

What NEW skills do they have to acquire?

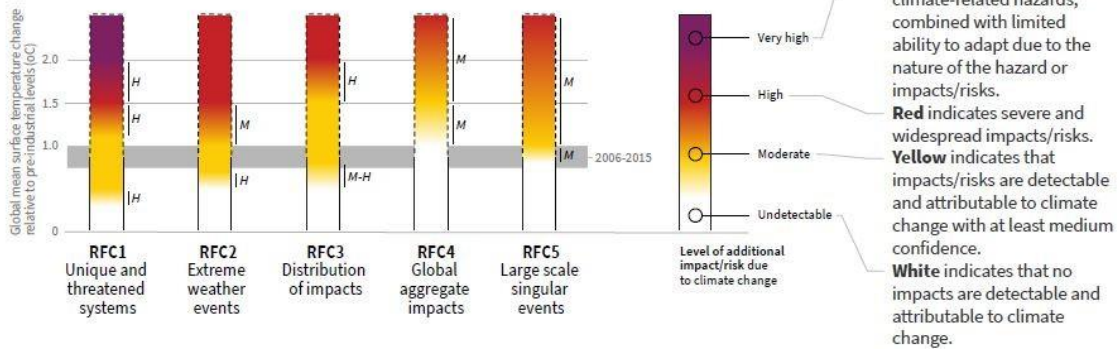
What ATTITUDES will they have to change?

Critical factors (from many)

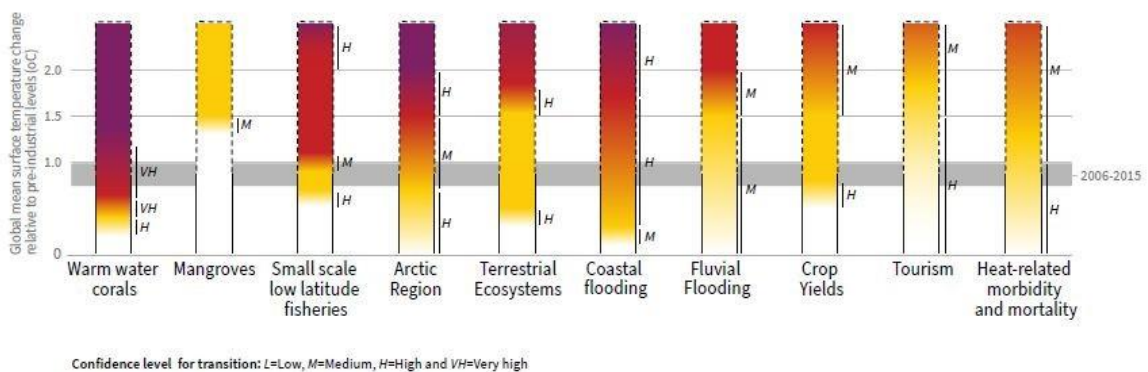
## How the level of global warming affects impacts and/or risks associated with the Reasons for Concern (RFCs) and selected natural, managed and human systems

Five Reasons For Concern (RFCs) illustrate the impacts and risks of different levels of global warming for people, economies and ecosystems across sectors and regions.

Impacts and risks associated with the Reasons for Concern (RFCs)



Impacts and risks for selected natural, managed and human systems



**1. Time** - It has to go very fast at a massive scale - no time should be lost, if you want to know why, read the "Summary for policymakers", [here](#)

...

**2** - Your boss is your client, and he gave you these infos

Needs

They need to be fast learners (what they already know is not what really counts, but what they will be able to learn today and in the future)

They have to have team learning mindset and be "client" oriented (internal and external "client")

They have to have the pre-requisites to do their job (knowledge, skills and attitude as defined in the Job / Role referential (what you have to master at Entry level in the job)

Critical factors

**Critical factor 1:** Little time can be devoted to designing sophisticated resources (better fast and dirty than slow and sophisticated) one exception would be a sophisticated game create collaboratively by applicants.

**Critical factor 2:** The current "recruitment" process will have to be upgraded and inline with the global learning / training process (ATAWAD).

**Critical factor 3:** The first Workshop will have to take place in less than ten days, and the first MVP (Minimum Viable Product) will have to come out.

**Critical factor 4:** The 4 founders of the Start-up are ready to dedicate 15% of their daily online meetings to this project ; (a real dream, isn't it?).

**Critical factor 5:** The new intern, arriving next week for 6 months, will be totally dedicated to this project, under your direct supervision.

Conclusion for today

The Needs and Critical Factor Window is there to record your answers to the simple questions as stated above What do people belonging to the target group(s) need to know, what know-how do they need to gain, in which ways do they need to change for the "Client" (organization) to be able to attain their goals. The critical factors are important aspects of the context that can inhibit or facilitate design/delivery/implementation of a specific solution.

To be continued...

**Tomorrow:** Article 9 Learning Battle Cards (TM) : *a short list of "learning Methods" and how & why I chose them?*

## **Learning Battle Cards (TM) a selection of 10 learning methods - 9/28**

Introduction

In this article I will introduce 10 Learning Battle Cards by stating my criteria to select them, and making a short statement about each "learning method"

The selection makes sense in connection with a specific context, and I will argument my choices in connection with the 2 contexts discussed so far.

Context 1: Will be the context of the EARTH being our Client, and keeping Global Warm Up inside the 1.5 °C limit until

Context 2: Will be the context of a small Start-up, whose goal is to attract the best applicants worldwide, onboard them efficiently and keep them.

My initial Criterias – learning power and engagement first selection of cards

I first selected all the cards with a high learning power and/or engagement on the part of the learner. I still had a lot of card, and in a second step I developed a global strategy based on the following principles / hypothesis:

My hypothesis on which my strategy is based

People have to change attitudes / ways or life, to achieve the goal

Time is all important, changes have to be made fast

Methods and goals have to be coherent (more so congruent)

Money is not a problem – The costs of not acting are so high

The strategy:

**A learning process that would find its main hub, in a galaxy of Communities of Practice.** To me, Communities of practice are or will be **at the center of our learning ecosystems.**

**The selected learning methods, with one single exception, will only rely on people** (technologies remaining in the background). The choice of **simulation**, the only exception has a strong pedagogical role in the learning process, when you want to demonstrate impacts that take time and/or are dangerous.

The selection of learning methods

Article 10 – Communities of Practice

They are at the center of our learning ecosystem – Communities of practice have been defined as such since Jean Lave and Etienne Wenger originally coined the concept.

*Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. (Ref 1 )*

In our strategy, they are the anchoring point of 3 dimensions of learning process – **People** or **Community** - that is the The target Group of the LBC framework ; **Domain(s)**: Needs and answer to the needs (that would be in the central part of the Framework : **Knowledge**, Skills, Attitudes) and **Practices** that would roughly correspond to the **implementation** stage of the LBC framework.

Article 11 - Project based learning

Projects are one type of activities you'll always find in a community of practice, looking for solutions to improve everyday practice. Working on a project is a powerful way of identifying best practices that will emerge during discussions around the project) – It is a very efficient way to educate / train students (meaningful and engaging).

## Article 12 – Experimenting

You can look at the Experimenting “learning method” from two perspective: one is from the agile methods of product development perspective, in which, you have idea about a problem that wants to be solved, make hypothesis about a solution, prototype the solution, and test/experiment it. and, two, from a “Learning theory” point of view, you can see “**experimenting**” as part of the “**Experiential learning**” theory, after Dewey, Kolb...in which experimentation plays a major role.

## Article 13 : Team assignment

Team Learning is a major concept of a learning organisation. in a learning organisation, the team is the learning unit. Team assignments are tasks that a team has to accomplish working collaboratively and/or cooperatively. Again, in a community of practice, tasks are usually assigned to a few members of the community who will work collaboratively

## Article 14 : Simulation

When do we need simulations?: When we want to demonstrate impact of decisions or of increase or decrease of some specific variables in a complex system. When impacts, consequences are slow to come, when acting in the real world would cost too much or be too dangerous. In the context of Climate change, Simulations will be the strongest way to show the impact of decisions (or absence of) on let's say sea level, bio diversity, food and water availability, ...



*Articles 15 to 19: deal with roles or functions people have, inside a community of practice or a learning organisation:*

#### Article 15 Facilitation:

Collaborative work, has to be facilitated, most of the time unless all participants are highly experienced with collaboration, a facilitator is in charge of the process of collaboration – participants are in charge of the content and results produced.

#### Article 16: Mentoring

**Mentoring** should not be confused with **tutoring** although some people use both terms indifferently: Mentoring as opposed to tutoring, is usually a long term relationship in which **Mentor** and **Mentee** (some call them “protégé”) choose each other. Mentors share experience, knowledge, network with their Mentee and sometimes “protect” them when times get rough.

#### Article 17: Tutoring

Depending on the context (university of enterprise) the role of the Tutor will be defined differently – the relationship is usually short term – a few months – TUTORs will generally share their knowledge and will give individual support to learners. The relationship is formal, and, generally, learners have no say in the choice of their tutor.

#### Article 18: Coaching

**Coaching is sometimes best defined by what it is not:** Coaching is NOT therapy, it is NOT consulting, and it is NOT teaching/tutoring/mentoring – although, in some cases, the coach after asking for permission will share his own experience/knowledge in a specific situation where the coachee would put herself at risk. The coach is someone who will get you to achieve your goals, using your own resources and/or discovering resources you didn't know you had, using coaching techniques and tools that have proved efficient in the past and in which the coach has been trained.

The ICF - International Coaching Federation defines coaching as *"a partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential."*

#### Article 19 "peer to peer learning"

We are all peers, and **peer to peer learning is the killer application**, the most **learning power** and best **engagement** at all granularity levels of your learning

**The best way to learn is to teach.** Not only the person being taught gains new knowledge, but the peer who is in the teaching role will increase his own knowledge and at the same time will increase his/her skills at listening, communication, ...)

**Peer to peer learning is common practice at Google** (Ref 2)

To be continued...

Tomorrow: *Learning Battle Cards : 10 learning Methods – Communities of practice*  
10/28

# A learning method : Communities of practice 10/28

## Introduction

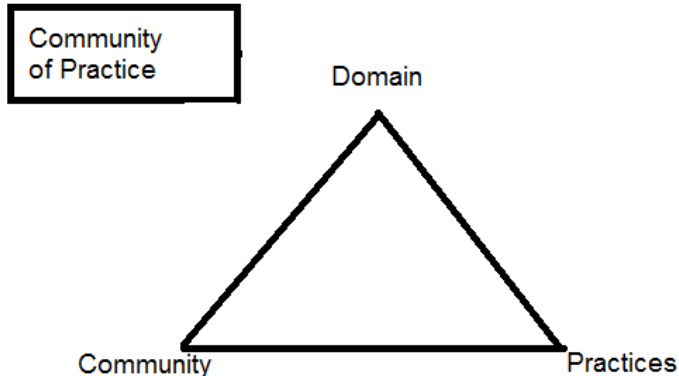
I've made communities of practice the hub of my/our learning ecosystem, in this article I will tell you what they are and why they are so powerful in my opinion. I will give elements of theory about them based on the work of Etienne Wenger, and give my personal reasons for using this modality or "learning method" in a life long learning strategy.

## Elements of theory about Communities of practice

### Definition

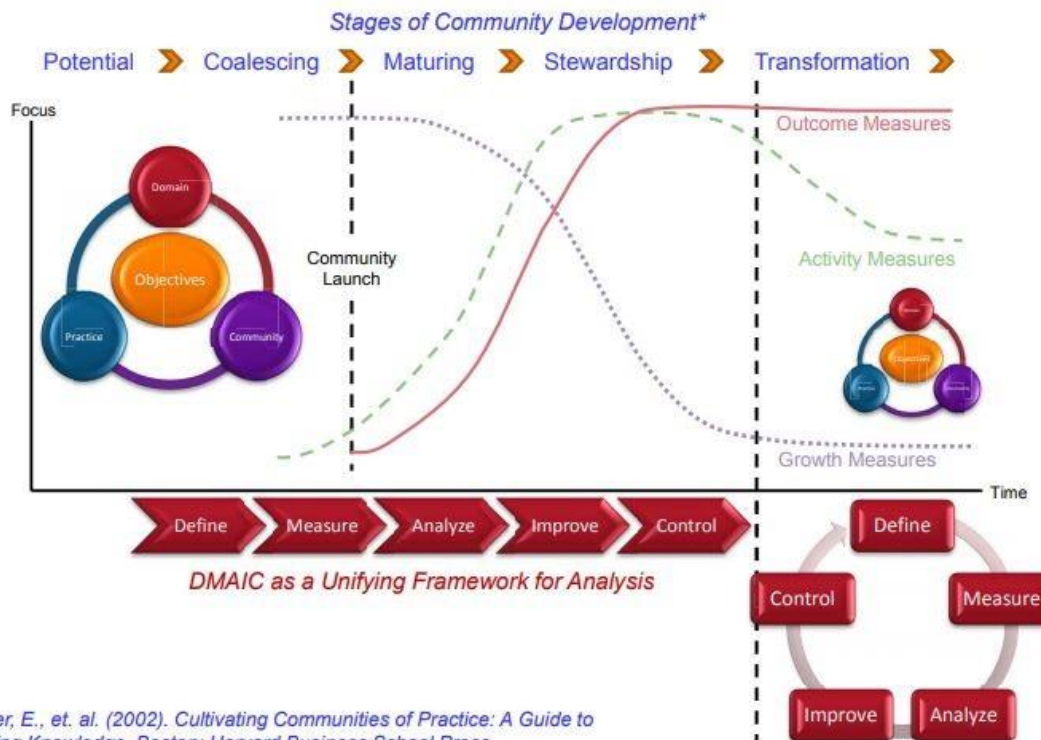
*"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. "*

Wenger, refers to communities of practices as a triangle



## Life cycle of a community of practice

# Metrics over a CoP's Lifecycle



## Communities of practice and the LBC framework

In our strategy, they are the anchoring point of 3 dimensions of learning process – People or Community - that is the The target Group of the LBC framework ; Domain(s): Needs and answer to the needs (that would be in the central part of the Framework : Knowledge, Skills, Attitudes) and Practices that would roughly correspond to the implementation stage of the LBC framework.

## What I really think about Communities of Practice

When did it start for me?

I belonged to communities of practice before I really started to work on a subject 12 years ago, in theory and practice. I've been writing about the subject on [my blog](#) regularly for the last 15 months, at least. The latest article (in French with large quotes in English about **Jean Lave**'s book: "*Cognition in Practice - Mind, mathematics and culture in everyday life*")

At the end of 20th century **I belonged to a 10 000 members strong community of e-learning professionals**, with intense and deep exchanges on this learning method.

At that time I was then in charge of **pedagogy and language products** with Studi.com one of the first French Start-ups in the field. I Still have the shirt (good quality, it lasted longer than that the company that was blown up in 2001).

Communities of practice are very powerful institution, but they require strong facilitation skills, and, in large companies, a high level sponsor that can see the value and get the minimum required means (at least some time and a little money for the facilitator or community manager, core member and ordinary members)

How do I personally use the communities of practice I belong to?

They are at the center of my learning ecosystem, some people I've known for 30 years some for 20 years, and some for 10 years or less, but we are sharing our "competitive intelligence" and "curation work" - some of the members have introduced me to new clients or directly given me interesting missions. We are still helping each other, 3 of members are creating their own business, this year, and we interact on a regular basis.

The start-up story

I will use the start-up story to illustrate the 10 learning methods.

I used to belong to a start-up, when I joined it there were 7 people in the company, when I left, two years later: 47. A community of practice is a way to integrate learning and work in a fluid manner.

Now, I have two start-up in mind, when I tell you the story, the companies that will host our community if you join me at the end of this series. [Atolia](#) and [Tamashare](#), my partners to deliver custom made collaborative learning processes.

The earth as a client story

will be resumed in Article 20) and I will really need your participation, then

I want to simulate but in an asynchronous way, the collaborative construction of a LEARNING PROCESS for people living along a large river in Europe: The Rhine.

The idea came to me last Friday when I was attending the 4th Research seminar on Communities of practice organised by [Karine Goglio Primar](#) on behalf of the **Knowledge Communities Observatory**.

There, I was really convinced by the intervention of **Catherine Trautmann, VP of the Eurometropole** organisation, a strong political personality on the French and European scenes.

What will come in article 20 and onwards?

In article 20 we will set-up the context: define client and budget, Goals and KPIs, Target groups, and Needs and Critical Factors. Article 21 to 27 will deal with the 7 windows of the framework, and in Article 28 I will conclude with this experience

To be continued...

Tomorrow : *Learning Battle Cards - a learning method : Project based learning* 11/28

# a Learning Method : Project Based Learning 11/28

## Introduction

Project based learning is one type of activity you'll always find in a community of practice, looking for solutions to improve everyday practices.

Working on a project is a powerful way of identifying best practices that will emerge during discussions around the project – It is a very efficient way to educate / train students (meaningful and engaging).

## What is Problem Based Learning

*“Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience.” (ref 1)*

## The Start-Up Story - in 6 questions

### Introduction :

This start-up based along the Rhine is a fiction, to illustrate, some aspects of the learning method, but the technology is real, there is a firm in Germany that has developed such a device...

### WWWWW and H

**What :** This start up has designed a breakthrough micro-turbine that can generate enough energy from even the slightest stream of a river.

**Who ?** The 4 creators and yourself

**Where?** Somewhere on along the Rhine River

**When?** It started 2 years ago, when you were given a **team assignment** at the Engineering School - during your last semester

**Why :** Your mission statement : Cheap Hydro Energy for Everybody

and **How :**

The Start-up has designed a very compact and energy efficient device to generate electricity from free flowing water.



## Energy to go: the world's smallest hydropower plant | Eco-at-Africa

© Blue Freedom

### The Project Based Learning Process

One of the professors, at the Engineering School of the founders, assigned the team, **Team assignment**, that had to do with renewable energy generation to power small devices.

During the process of designing their prototype they got some **guidance** from their professor at the Engineering school who didn't act as a teacher, or a project manager either, but as a coach, and incidently some teaching by using the right moment (Kairos) to point to something learnt in a specific situation – or by providing the direction in which to search solution when team members were stuck and had been stuck for a while.

A project, as any project, is time bound, something has to be produced and delivered to a specific target group (user, client).

In some cases, **Project Based Learning (PBL)**, could also be viewed as a series of connected **Problem Based Learning (PBL)** situations – **Problem Based Learning** which is a well documented learning method, requires a strong involvement of the teacher who will act as a facilitator, making sure that at each stage of the process essential information is found. In the **Problem Based Learning** method, the problem to be solved is defined by the teacher, its initial formulation can be ambiguous to some extent. There is no single one solution to such a problem and it has to be reformulated before student start acting upon it.

To be continued...

Tomorrow : *Learning Battle Cards – a learning method: "experimenting"*

# A Learning Method: Experimenting 12/28

## Introduction

Experimenting! – you can look at the “learning method” from two perspectives: one is agile methods of product development, in which, you have an idea about a problem that wants to be solved, make a hypothesis about a solution, prototype the solution, and test/experiment it. - From a “Learning theory” point of view, you can see “experimenting” as part of the “Experiential learning” theory, after Dewey, Kolb...in which experimentation plays an important role

## Experimenting?

It starts with a question or a problem to be solved, and you go through a process that will include:

formulating hypotheses

identifying factors

designing an investigation

conducting repeated trials

collecting data

analyzing and interpreting data collected

And, finally decide if your hypothesis is verified

**Watch this video** about a 10 Watt Mini Turbine Generator ...– **a good demo of an experimenting approach.**

A video : 10W Mini Turbine Generator from eBay

## Experiential Learning?

Experiential learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting, and may include internships, studies abroad, field trips, field research, and service-learning projects.

*The concept of **experiential learning** was first explored by **John Dewey** and **Jean Piaget**, among others. It was made popular by education theorist **David A.***

***Kolb**, who, along with **Ron Fry**, developed the **experiential learning theory**, which is based on the idea that learning is a process whereby knowledge is created through transformation of experience. It is based on four main elements which operate in a continuous cycle during the learning experience:*

*Concrete experience*

*Reflective observation*

*Abstract conceptualization*

*Active experimentation*

Basically, this is a fancy way of saying that we learn by:

Doing something (**Concrete Experimentation**)

Thinking about it (**Reflection**)

Doing some research

Talking with others and applying what we already know to the situation (**Abstract Conceptualization**)

Doing something new or doing the same thing in a more sophisticated way based on our learning (**Active Experimentation**).

. The "5 Questions" model when you facilitate an experimentation is as follows:

Did you notice?

Why did that happen?

Does that happen in life?

Why does that happen?

How can you use that?

### **The Start-up Story**

You had noticed, that just about everybody in the Start-up firm was most of the time in a very bad mood on Monday mornings. Some people call it the monday morning blues, . Being in a bad mood on Monday mornings happened to you too, You did some research on the internet and decided to act, and try something. Your idea, was the following. On the following monday you came to your office with a bag of 7 French croissants, and said hello to everyone inside the office, adding that the croissants were there to celebrate something new, it would take you 5 minutes during the coffee break to tell more about it...

To be continued ...

Tomorrow: *Learning Battle Cards - A method : Team Assignment*

# A Learning Method : Team Assignment

## 13/28

### Introduction

Team Learning is a major concept of a learning organisation, and a **team assignment** is conducive to learning as a team, if you believe in experiential or socio-constructivist learning theories. The team is the learning unit inside an organisation, the team has to be competent. Team assignments are tasks that a team has to accomplish working collaboratively and/or cooperatively

What I think about team assignment

A team assignment can be self assigned or assigned by the direct boss.

On a team assignment, the responsibility for completion of the task or project is on the team and not, for example, on a team leader. **Winning together or failing together** would a football player say.

Collaboration vs cooperation (or a combination of the 2)

The distinction is not neutral, in a **collaborative setting**, each team member is associated to every task, and their contribution is not isolated from other contributions to reach a common goal,

In a **cooperative setting**, members can be assigned specific tasks for which they carry full responsibility. Their contribution will be recognized and validated by other members of the team before external (official) validation

Conditions of success of using a team assignment as a learning method

for effective teamwork are an **adequate team size** (some say about 6-8 members), or even less in a face to face setting, that will depend of the complexity of the task and of the volume of research / work. Learning in pairs or threes (trinomes) has proved more efficient than learning/working in larger teams.

When you deal with virtual teams, working asynchronously, and in different time zones, **you can have a larger team**, where you are more likely to get the right level of interaction at all times.

**available resources** for the team: (i.e. Collaborative tools that everyone can use meeting space and time,

**guidance** from a **facilitator** or a coach

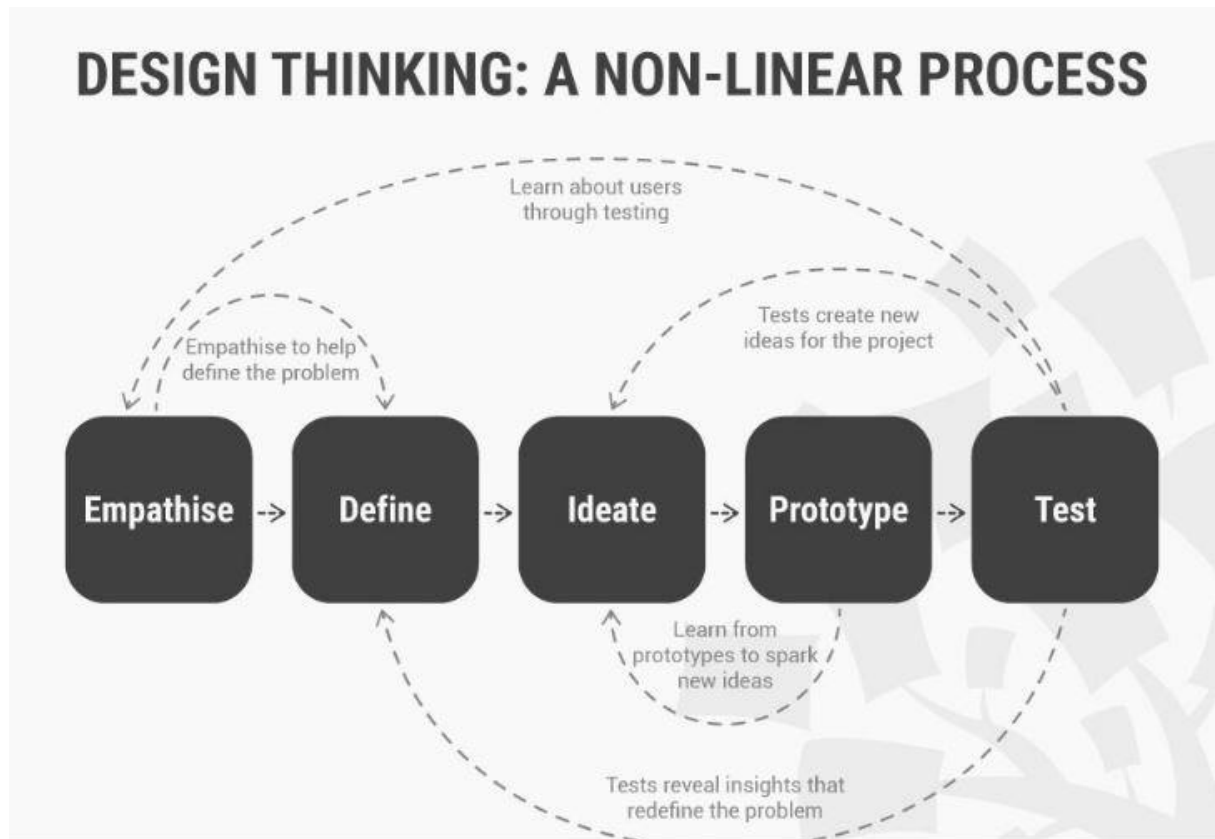
**support** from the organisation : **Freedom** of movement and **time & money** to attend events related to the goal : conferences/workshops/seminars/bar camps

and **defined roles**: even if the roles can change over time (rotation within teams) at any time everyone should know what they have to do

**The Start-up story**

in [Article 8](#), we went through the (learning) needs and the criteria for hiring new collaborators, of the start-up now. Let's **imagine an assessment based on team work**, what could that be?

Imagine a Hackathon type event in which teams (of 5) have to apply a specific method, such as **DESIGN THINKING** : answering a question like “*Design a portable device that can provide enough renewable energy to reload an e-bike battery within X hours*”



If you want to assess ability to collaborate with teammates, you will be more interested in the process than in the result of the production, You will have to watch the collaboration process

or maybe you are interested in both (process and outcome), and want to see how teams perform under stressful conditions : competing teams, no time, no internet, disruption by "external players" (acting partner playing a role: clients, colleagues who are striking regulators, ... what ever you want to include in a scenario

By the way, What did you say last monday, that could help reduce the **Monday Morning Blues**?

You may have given 2 tips :

***Prepare for Monday on Friday:***

*“Mondays can be extra stressful from work that has potentially piled up from the previous week and, for many, can be challenging to jump right back in,”*

1. Get your boss to stop e-mailing you new tasks on Friday afternoons,
2. *“To help combat that Monday morning anxiety, **be sure to leave yourself as few dreadful tasks as possible on Friday afternoon**”*

To be continued ...

Tomorrow: Learning Battle Cards - A Method : Simulation

## A Method: Simulation 14/28

Introduction: What is simulation ?

*Digital simulation is one of the tools used to simulate real phenomena.*

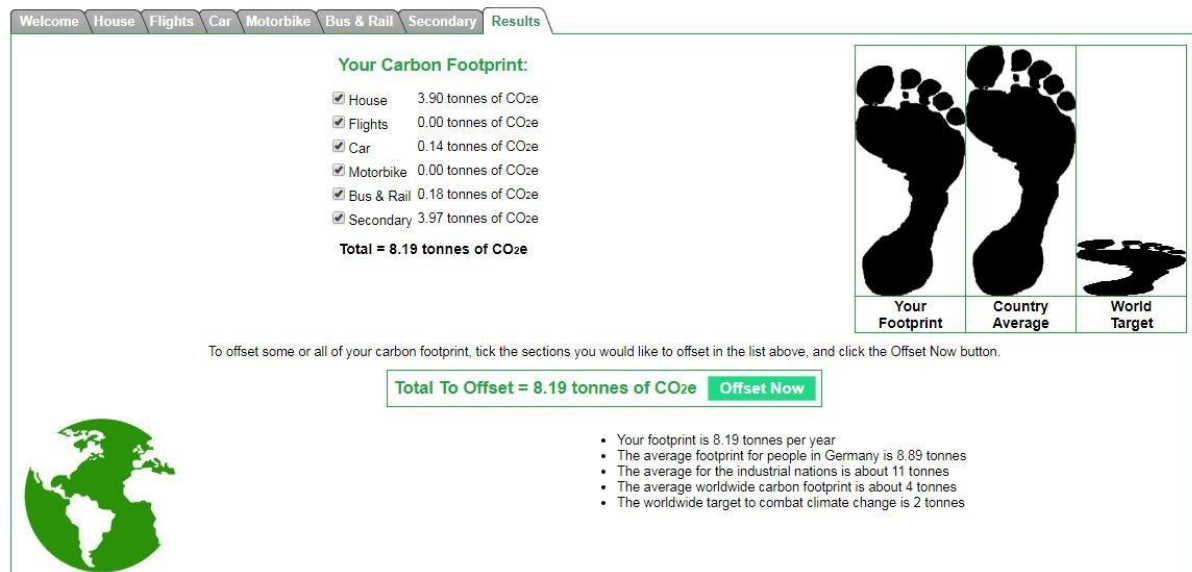
*Also called computer simulation, it refers to a process by which a computer program is executed on a computer to simulate, for example, a complex physical phenomenon (for example, falling a body on a soft support, wave resistance of an oil platform, fatigue of a material under vibratory stress, wear of a ball bearing, etc.).*

*Scientific numerical simulations are based on the implementation of theoretical models often using the so-called finite element technique. They are therefore an adaptation to the numerical means of mathematical modelling, and are used to study the functioning and properties of a modelled system as well as to predict its evolution.*

Simulation Training

**Simulation Training**, or **Simulation-Based Training**, involves the use of basic equipment or computer software to model a real world scenario. During Simulation-Based Training, the learner is taught how to perform certain tasks or activities in various real world scenarios so they will be better prepared should the event actually occur. Simulation training usually involves the student interacting with a technology. (Ref. 1)

Just have a look at my carbon footprint, and use the calculator to calculate yours. (Ref.2)



The Start-up story :

Getting the best applicants and selecting them on their values

Remember, Your start-up wants to get the best applicants worldwide and at the same time you know you will not be able to compete with Alphabet or Airbus or Intel (Ref.3).

What can you do to make them aware of the values of Your Start-up, and learn as the same time if the applicant would fit in your culture (share some common values that are essential) (Ref. 4)

You could create a simple simulator – prototype it on excel – Test it at a student Fair - or anywhere where you could access the students you wish to attract,

Then, design an online version that would be included in your recruiting process.

Monday morning blues :

Still fighting it ? Another tip I found on the internet :

***“If you do have any unpleasant tasks awaiting your attention Monday morning, **get them done as early as possible so that you don't spend the rest of the day procrastinating**” (Ref. 5)***

To be continued ...

Tomorrow : *Learning Battle Cards – A Method : Facilitation*

# A Method: Facilitation (V2) 15/28

## Introduction

Facilitation is one of the recurring skills and activities you'll find whenever people are learning or collaborating inside team or even larger groups. Good facilitation requires listening skills, knowledge of group dynamics, a method that can be made explicit,

In this article we will go through the skills required by facilitation and conditions of success.

Sorry, it is a little longer than initially planned, but worth reading.

## Definition

*"Facilitation is the process of enabling groups to work cooperatively and effectively. Facilitation is often an important part of usability activities. In particular, facilitation is important in circumstances where people of diverse backgrounds, interests and capabilities work together."*

Facilitation can be learnt (for more details see Ref 1. and Ref 2)

Facilitation can be learnt, one of the good ways is to listen to an experienced facilitator and at the same time watch the effect/impact of his/her words on the members of the group.

## GOALS and Agenda

They should be clear, simple, always visible (on the wall, on a flipchart) - and dealt with just after the Ice-breaking activity

\* TIP ! Share the most important infos at the moment of highest attention (10 minutes after the beginning of the meeting)

## Introductions

Try to find an ice-breaking activity where people get the occasion to introduce themselves either to the whole group wherever possible, or from one to five persons in a very short time (2 to 5 minutes)

If the Group is or very large, avoid having all members introducing themselves (it would take much time at the moment of highest attention) make sure participants have name tags.

## Time Keeping

A timekeeper (person and tool - a timer) make it easier, even though some people will resent it, as this frequently happens in the French culture.

To meet the goals on the agenda, keeping time is most of the time essential. In Germany, for example, it will be kept to the minute (if not second) and points on the agenda are taken one after the other in the planned order.

Basic needs

Take care of the bodies: Coffee / Tea before starting the meeting, is always appreciated

Lunch/ dinner - any specific needs?

Breaks: like on a motorway, a break after 2 hours. It has been proven by numerous studies, that after 2 hours attention declines very fast.

### **Ground rules (see Ref 1)**

*Write a set of ground rules, and ensure that all participants agree to them. For example:*

- *All ideas are valid*
- *Have your say, and listen to others*
- *All participants are equal*
- *No mobile phones*
- *One meeting at a time*
- *Be punctual.*

### **Meeting environment**

Chairs in a circle, a quiet and large comfortable room are more conducive to expression, conversation

Involving all participants

Watch out for signs that people are not involved

Ask for the opinion of those who never talk

Pay attention

As facilitator, you must be attentive to what is happening at all times.

Scan your group constantly

Lead by example

You can encourage cooperative behaviour by behaving in a way that is at all times honest, open, respectful and non-partisan.

As the facilitator, it is not your job to give your opinion on content, it's your responsibility to facilitate the process.

Relax

If you relax, your participants will relax. Take your time, and occupy your space. Don't rush

Two or three things about group dynamics (ref 2)

When you facilitate, the size of the group matters a lot:



Pairs or or groups of 3 have the following characteristics

### **1.Task function**

Generating data

Checking out data

Sharing interpretations

Good for basic communication skills practice (eg. listening, questioning, clarifying)

Good sizes for cooperative working

### **and 2. affective function:**

Builds sense of safety

Builds sense of confidence by active involvement (selfbelief)

Lays foundation for sharing and co-operating in bigger group

Reticent members can still take part

### **The Start-up Story**

New roles requiring facilitation skills

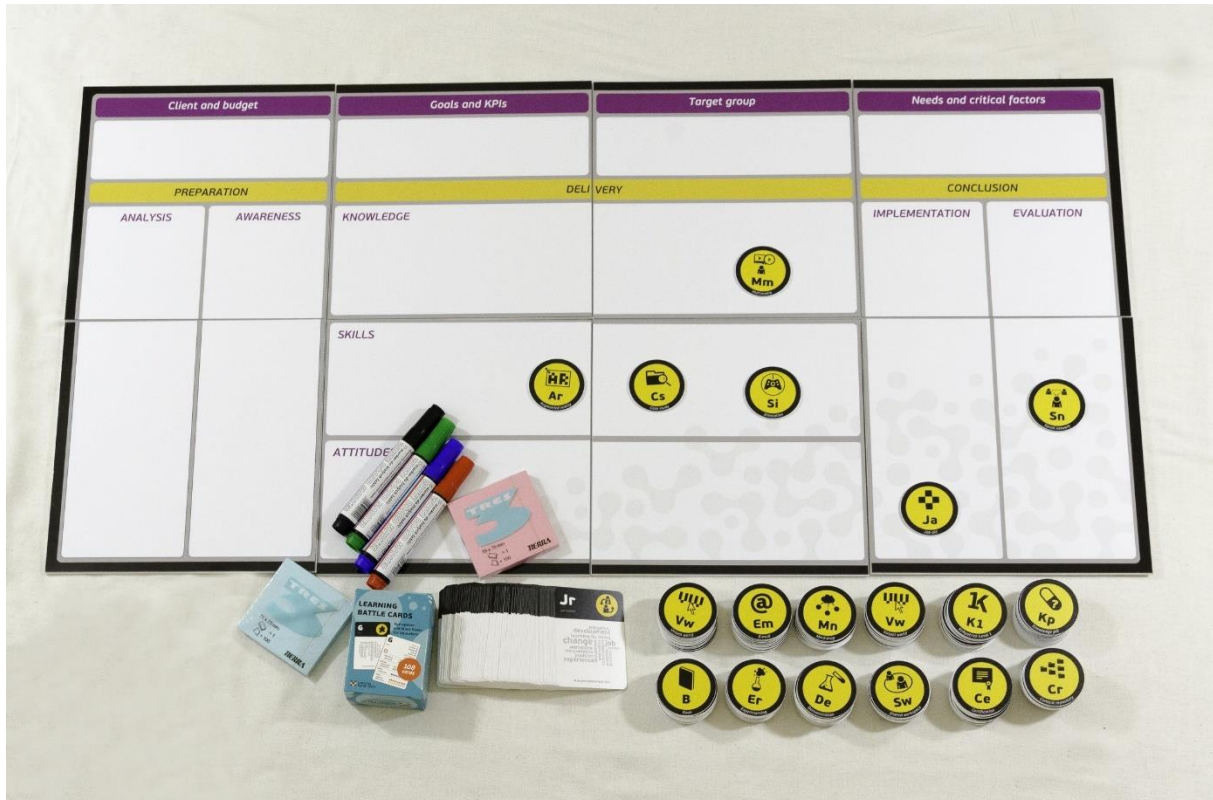
If you remember well in [article 7](#) and [article 8](#) we discovered the target groups, and their needs.

Internally, new roles: supervisors, tutors and mentors were mentionned, and you think that facilitation skills will be needed by everybody inside the company.

You are lucky; your former engineering school is organizing an open Hackathon, open to its students and Alumni. Every collaborator of the start-up meets the requirements.

During the Hackathon, each team will get a supervisor or a professional coach well trained in design thinking.

If you think about the LBC Framework,



Getting your boss's agreement to plan this action (you will have to make him/her AWARE that he/she needs to acquire some facilitation techniques too) and registering the start-up as a team to this event could be the first step of the DELIVERY STAGE of your Facilitation training Process

What would be your preceeding steps (ANALYSIS - AWARENESS stages of the framework ) - and following steps at DELIVERY and CONCLUSION Stages of the Framework?

### Fighting the Monday morning blues

TIP! 3. Make a list of the things you're excited about. "We often look at the week ahead of us and think of all the tough stuff we have to do and the difficult tasks ahead of us," Kjerulf says. "Turn that around. Sunday evening, make a list of three things you look forward to at work that week. (ref 3)

To be continued ...

Tomorrow: *Learning Battle Cards - a method : Mentoring*

# A Method : Mentoring 16/28

## Introduction

Mentoring has to be defined in connection with other types of help that a young(er) person can get from another, more experienced person (Mentoring shouldn't be confused with tutoring or coaching, as we will see in the following articles. Mentors usually make a big difference in the way a career will develop. It's always worth investing in a Mentor-Mentee relationship.

## Definitions

*"**Mentoring (or mentorship)** is a **relationship** in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The **mentor** may be older or younger than the person being mentored, but he or she must have a certain area of expertise."* (Ref 1)

*"The term comes from **Homer**. In the Odyssey, Mentor, a wise and learned man, was given the task of educating the son of Odysseus. **Mentoring is an intentional pairing of an inexperienced person with an experienced partner to guide and nurture his or her development.** The goal to help their mentees develop into the best (professional) they can be. A mentor serves as a guide, a supporter, a friend, an advocate, and a role model ." (other source from the Internet)*

## What do I think about Mentoring?

I am a mentor, or at least quite a few former colleagues or collaborators see me in that role.

**Mentoring is a long term relationship based on trust and mutual respect.** At some stage in the career the Mentor-Mentee relationship can be reversed (as a parenting relationship would).

In large companies (and sometimes in small companies too) a Mentor can become a protector.

The currency of the relationship is **trust** - if trust disappears the relationship is broken.

The Start-up Story: A monday morning conversation

You are the oldest collaborator in the Start-up, just imagine it's the case, just for today.

One monday morning, at coffee break, you asked those who were around you:

**YOU** - "What about your own mentor(s) Did you have any?"

**YOUR BOSS** - "What do you mean by mentor?"

**YOU** - Someone whom you trusted and who was willing to share his/her experience with you, someone you could go to when facing difficulties

**YOUR BOSS** - Then, this could be the youngest of my aunts, she was my first mentor, helping me growing up.

**3rd person** - "But that's family, I'm sure you mean in business life? Don't you?"

**YOU** - Yes, and, not only...

**3rd person** - "And yourself, did you have a mentor?"

**YOU** - "Oh Yes, I was lucky in the first firm I worked with, the boss really shared his experience with me, showed me (indirectly too) how to work in collaboration with others."

**3rd person** - "Ok, but what you say sounds more like tutoring, or am I wrong?"

**YOU** - Yes, on the surface of it, the difference is that the relationship lasted after I left the company, and that there was no specific agenda of knowledge / skills transmission, I just observed him and went to him when I had a really bothering question. **Trust was there between us**, and when I left the company I told him I would leave 12 months before leaving.

**3rd person** - "You are of the old school, man!"

**YOU** - So was Homer (Ref 2 )



[Source](#): Commons.wikimedia.org - réutilisation autorisée

To be continued...

Tomorrow: *Learning Battle Cards - A Method: Tutoring*

## A Method: Tutoring 17/28

### Introduction:

Depending on the context (university or enterprise) the role of the Tutor will be defined differently – **the relationship is usually short term** – a few months – TUTORS will generally share their knowledge and will give individual support to learners. The relationship is formal, and, generally, learners have no say in the choice of their tutor.

A dictionary definition of **tutoring** goes = ***"to teach or guide usually individually in a special subject or for a particular purpose."***

What I believe about tutoring

I was trained as an e-moderator (e-tutor) by the [Concord Consortium](#) : Concord Mass. USA in 2000.

Since then, I've trained over 300 e-tutors worldwide on 4 continents, face to face or online, most of them were trained online.

**What I believe is the result of practice and intensive readings on the subject.** To sum it up, there are a few requirements to become a good tutor:

1. This is a function that you take voluntarily - you shouldn't be forced to become a tutor
2. You are a good professional in your field and recognized as such by your peers
3. You can communicate, and know what channels to use and when to use them
4. You care for the people you are tutoring

**If you understand French**, go to this video just below, you'll hear me talking about an e-tutors training scheme I designed and implemented (see Ref. 1 for more infos below too)

#### The Start-up Story

If you remember the goals set by your boss, as described in [article 6](#), one of the goals was to improve the onboarding process in a significant manner, to speed it up. And increasing the speed requires involvement of tutors,

Some people are "natural" tutors having played that role their whole life, first in the family, then at school and university on their job, which they really master, will have to learn it. Others have to learn the role and to identify the different functions and activities behind it (not only showing how things are done, and even that can be learnt).

At the moment there are 7 persons, including you, inside the firm? What are their roles and functions? **When Interns are recruited who takes them in charge**, what do they do with them, **how much time do they spend**: on the first day, during the first week and every week afterwards? **What do interns think about it all? How could things be improved?**

You are expecting "**your**" intern next week.

**What have you done so far to make sure he/she feels welcome**, and that his/her "**first moment**" (initial seconds / minutes / hours / days) will be his/best experience ever?

To be continued...

Tomorrow: *Learning Battle Cards - A Method: Coaching*

# A Method: Coaching 18/28

## Introduction

Coaching needs to be defined, but a definition gives you no idea of the process of coaching. In this article, I will try to convey some essential aspects common to most coaching models, and show, in the Start-Up story how a coach may act in a specific situation.

## An “official” definition of coaching

"partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential." ICF (The International Coaching Federation)

## What I believe about coaching

Recently, during a #WOL Circle meeting, another coach said to me, why don't you write about coaching in the local newspaper, and I said I would, and it will be in German

I am a coach, and I think I've always been. It came to me through sports, I started coaching at the age of 13-14 (athletes) and later on I was the training of junior teams in football, basket-ball and volley-ball (this last experience was in Germany).

I was trained as a coach by the [CTI](#). In the coactive coaching model, first in France finally in Germany.

## Coaching is easier to define by what it is not:

**It is not therapy**, a coach is not a professional therapist, and if a coachee is really in need of therapy the ethic of coaching requires that the coach should put an end to the coaching relationship and address the coaching client to someone who will have the skills to help him/her.

**It is not consulting**, a consultant consults, he/she is paid to counsel, give advice, provide methods, tools, directions to solve problems. In the consulting relationship, in some ways the client is giving up his responsibility to make the hard choices (even though the final decision is his/hers) and in many ways he/she is reducing his/her chances to improve his own skills to take up the challenges he/she is facing

## What is coaching, then?

I would say coaching is a practice derived from sports which aims at developing the coachee's potential. Coaching aims at supporting the coachee in the changes he/she decided him/herself.

## Coaching Models – where do they come from?

Coaching is a young practice, compared to medicine. And it is not recognized as such -anybody can declare himself a coach -, although federations of coaches (such as the ICF) are struggling to define rules (Ethics) and to certify practitioners.

“Inventors” of coaching methods or models tend to forget to quote their sources of inspiration. They are numerous,

*“The emergence of coaching was a very gradual and slow process and there are several theories which support the initiation of this methodology and the Grounded Theory of the Roots (ref 3) is one significant theory which commemorates the foundation of coaching. Strong roots of coaching have been noticed in several perspectives such as psychology, social sciences, business and several others. “ (Ref 1)*

## Coaching Market(s)

The US coaching market was estimated at one Billion USD in 2016

A study on the German Coaching Market (sorry I'm quoting from memory) in 2015 identified 20 different Coaching methods or Models and 200 training institutions which offered training in coaching. They say (second hand information) that the training of Coaches market would represent 70% of the global coaching market in Germany.

On the German market, systemic coaching models get the Lion's share,

One Model: The GROW model

*The **GROW model** has been used successfully by coaches in sport and business as well as by many organizations as part of a change towards a coaching style of management.*

*How to use the **GROW model**:*

### **G – Goal – Establish the Goal:**

*First, with your team member(s), you must define and agree the goal or outcome required. You should help your team member define a goal that is SMARTer (**S**pecific, **M**easurable, **A**ppropriate or **A**ccessible, **R**ealistic, **T**ime based, **e**xciting, **r**ewarding).*

### **R – Reality – Examine Current Reality:**

*Ask your team member to describe their Current **Reality**. This is a very important step: Too often, people try to solve a problem without fully considering their starting point, and often they are missing some of the information they need to solve the problem effectively. This step is often required before clarification of the goal.*

### **O – Options – Explore the Options:**

*Once you and your team member have explored the Current Reality, you need to explore what is possible. This means all the many possible options you have for*

*solving the challenge or problem in hand. Work with your team member generate as many good **options** as possible, and explore each appropriately.*

### **W – What & Will – Establish the Will and Wrap-up:**

*What is to be done, When, by Whom and have the Will to do it.*

### **The Start-up Story**

You did it! You got me an appointment with your Boss, 15 minutes on Skype, just to tell him what he could expect from a high speed coaching session.

What follows is the recording of our talk (it's a fiction, in real life this would remain confidential):

Me (**CM**) : Very pleased to talk to you, Mister BOSS, how are your doing?

**Your boss** : Fine, thank you, let's get to the point, time for small talk is up, what's the subject of your call (Worum geht's?)

**CM**: We wanted to discuss the benefits of high speed coaching

**Your boss**: - What's that?

**CM**: - I coined the name, it's a form of coaching in which the interactions are short, where you get to get point quickly, still it's not magical, you'll have to do your homework between sessions.

**Your boss**: - What kind of homework?

**CM**: -Mainly 2 kinds of homework – Either Act or Reflect

**Acting**, that is doing what you committed to doing during the coaching conversation – as all sessions will end with some kind of committment.

**Reflecting**, on a challenging question the coach will ask you.

**Your boss**: What kind of question?

**CM**: Like this one: “Two years from now, looking at your team, where are you and what can you see?”

**Your boss**: Sorry, but that's easy. No big deal, the business angels asked me the same question

**CM**: how do you feel, then, at this very moment?

**Your boss**: Just great!

**CM**: What else?

**Your boss**: I'm proud

**CM**: What else?

I'm proud of my team and of what we have accomplished together despite difficulties on the way

**CM:** Now my challenge for you, if you accept it.

**Your boss:** What challenge?

**CM:** To draw a picture of what you see and feel and share it with your team, before the end this week

**Your boss:** I can't do that. I've got too much to do

**CM:** Before the end of the month

Your boss: Well ...

**CM:** do we have a deal?

**Your boss:** Yes...

**CM:** How will I know?

**Your boss:** I'll send you an e-mail with a photo of the drawing

**CM:** Thank you, here is my e-mail ; christian.martin[at]cm-frenchcoach.de

**Your boss:** thank you for calling "Auf Wiederhören"!

**CM:** Auf Wiederhören, Herr Boss

To be continued ...

Tomorrow: *Learning Battle Cards – A Method : Peer to Peer Learning*

## A Method: Peer to Peer Learning 19/28

### Introduction

We are all peers, a peer to peer learning is the killer application, the most value (learning power) and best engagement at all granularity levels of your learning.

The best way to learn is to teach. Not only the person being taught gains new knowledge, but the peer who is in the teaching role will increase his own knowledge and at the same time will increase his/her other skills at the same time (listening, empathy, communication, ...).

**Peer to peer learning is not new, it has a long history.**

**Peer to peer learning is common practice at Google**

**Peer to Peer support**, is at the heart of the **Working Out Loud** method (TM)

## Definition of Peer to Peer Learning

According to key researchers who have analyzed collaborative learning (Slavin, 1995; Sharan and Sharan, 1992; Johnson and Johnson, 1989), *peer learning is defined as a learning strategy that involves a small, heterogeneous group of students working together towards a common goal. The learning strategy implemented in this context aims to achieve both cognitive and emotional objectives and is based on the interdependence as well as the individual responsibility of each group member.* These methods involve the formation of heterogeneous teams composed of four members. They propose a precise process, i.e. teaching by the teacher, a period of cooperative work and an evaluation.

1. **Teacher guidance:** the peer strategy advocates teacher guidance. Indeed, for it to be successful, **it is recommended that the teacher play the role of moderator, regulator, or tutor to the students.**

2. **Peer guidance:** the stated aim of this strategy is precisely to enable learners to interact with each other in order to develop knowledge and skills that are beneficial to each participant.

## Historical background

\* Il s'agit donc d'une **mode anglaise**, divulguée par les anciens exilés de la Révolution et de l'Empire, et d'autant plus attirante que l'Angleterre, après avoir terrassé Napoléon I<sup>er</sup>, avait alors le leadership de la terre entière. A ce sujet, il est frappant de remarquer l'importance de l'année 1815. Le duc de La Rochefoucauld-Doudeauville y publiait le **Système anglais d'instruction** ou *Recueil complet des améliorations et inventions mises en pratique aux écoles royales en Angleterre, de Lancaster*, en même temps que Alexandre de Laborde mettait en vente son *Plan d'éducation pour les enfants pauvres, d'après les méthodes combinées du docteur Bell et de M. Lancaster*, et Charles de Lasteyrie son *Nouveau système d'éducation populaire pour les écoles primaires, adopté dans les quatre parties du monde*. Toujours en 1815, la « Société pour l'Industrie Nationale » faisait de l'enseignement mutuel son cheval de bataille ; Carnot, ministre de l'Intérieur des Cent-Jours, rédigeait dès avril un premier plan scolaire destiné à couvrir tout l'Empire d'écoles **primaires gratuites**, « d'après la méthode d'instruction des enfants par eux-mêmes » (I, p. 113) ; et c'est enfin le 17 juin, à la veille de Waterloo, que se réunissait pour la première fois la « Société pour l'amélioration de l'enseignement élémentaire », prévue par le décret du 27 avril afin de répandre la méthode mutuelle.

“The boys' school was instituted as a free school, by Joseph Lancaster, in 1801, and is actually extended to *seven hundred* boys, who are instructed upon a plan entirely new: by means of which, **ONE MASTER** alone can educate *one thousand boys*, in reading, writing, and arithmetic, as effectually, and with as little trouble, as twenty or thirty have ever been instructed by the usual modes of tuition.” p. 23, Third Edition.

“The whole school is arranged into classes; a monitor is appointed to each, who is responsible for the cleanliness, order, and improvement of every boy in it.” p. 37, Third Edition.

The sources of peer to peer learning - Monitorial System (Ref 2)

The **Monitorial System**, **Madras System**, or **Lancasterian System** was an education method that became popular on a global scale during the early 19th century. This method was also known as "mutual instruction" or the "Bell-Lancaster method" after the British educators [Andrew Bell](#) and [Joseph Lancaster](#) who both independently developed it. The method was based on the abler pupils being used as 'helpers' to the teacher, passing on the information they had learned to other students.

What I personally think about peer to peer learning

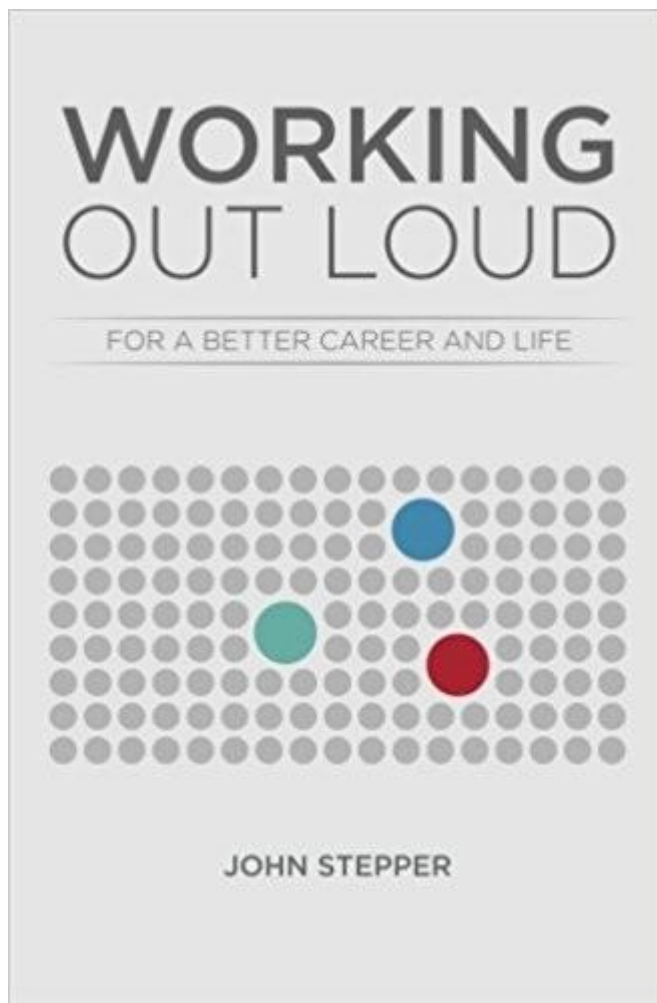
What I have observed, is that Peer to Peer learning has a great potential for engagement on the part of the learners. As we saw in the article on Team Assignment, the size of the team – group matters, a small team is more conducive to collaboration.

The initial training of coaches, relies on a great variety of exercises in pairs or teams of 3, with switching roles.

In my experience, with adult learners, teams of 3 or 4 are conducive to a very good level of interaction, collaboration, cooperation. Yet, one single « passive » participant can destroy the team dynamics.

In physical education (sports) **Peer to peer learning is the rule**. Demonstrations by the most able serve as model, then, practice in smaller groups under the scrutiny of peers, who can be trained to give useful feedback or scaffold a specific movement. **Again, preliminary explanations and demonstrations by the teacher are critical to efficiency and safety.**

## The Start-up Story - Someone talking about #WOL



At coffee break on Monday morning, you are discussing the following question : **what could we do to learn faster and support each other in our learning**, when Julie asked ?

**Julie:** - Have you heard about #WOL, Working Out Loud ?

**YOU:** - No, what's that ?

**Julie:** - It's **a method in which peers support each other on a learning journey** ?  
The method is spreading fast, worldwide

**YOU:** Can you tell us more ?

**Julie:** -The method was made popular by **John Stepper** who wrote a book about it : [Working Out Loud – For a Better Career and Life](#).

They have a [website](#), in the **about section** you will read this :

*Working Out Loud is a way to build relationships that can help you in some way, like achieving a goal, developing a skill, or exploring a new topic. Instead of networking to get something, you invest in relationships by making contributions over time, including your work and experiences that you make visible. »*

**YOU:** - How much time does it take?

**Julie:** - 12 one hour meetings are scheduled over **12 weeks** , I would say that **the minimum engagement to get the most of the method** would be **20 to 25 hours** over that period

**YOU:** How come we didn't know about this method ?

**Julie.** It's spreading fast in some countries (like Germany). In France, progress is rather slow or have a look at [their site](#) or watch **this video below** If you understand French, this is a 5 minutes demo of a French WOL Circle meeting on Week 1. The meeting takes place online, on [Tamashare](#)

**YOU:** Thank you, Julie, I will.

To be continued...

Tomorrow: *Learning Battle Cards– NEW CONTEXT - the Rhine can't wait*

## Learning battle cards - NEW Context - The Rhine Can't Wait 20/28

### Introduction

This time I will go straight to the point. I'll describe a new context, this time the client is not the whole earth, but the Rhine river :



Global Warming has an impact on the temperature of the water of the Rhine with consequences to the quality of water, and quantity (Low Flow or floods) with their destructive impact on the economy and the lives of people.

Why do I care?

The Rhine is a river I know, having lived in **Speyer**, in Germany for several years



Photo of Speyer Cathedral and the Rhine River in Germany by Klaus Landry / Stadt Speyer

Where I live today, If I threw a bottle into the water, It would get to Rotterdam or somewhere else in the Rhine Delta, on the Lauter till Wendlingen am Neckar, on the Neckar, to Mannheim, and from Mannheim down the Rhine River



The Lauter in Owen on Friday, November 23rd 2018 - (C) Christian Martin

## THE RHINE CAN'T WAIT (our new project)

About the water temperature of the Rhine

The temperature of the water in the Rhine river has risen continuously in the last 25 years and is bound to continue to rise

*"The present study analyzes climate change effects on the water temperature of the Rhine, one of the largest rivers in Central Europe. Simulation calculations were performed based on a range of climate and river flow projections for the near (2021–2050) and for the far future (2071–2100) compared to a reference period (1961–1990). **Changes in mean annual water temperature in the near future range between +0.6 and +1.4 °C and between +1.9 and +2.2 °C in the far future** (average of nine stations). Monthly mean values of the far future change in a more differentiated way by +0.4 to +1.3 °C in spring and +2.7 to +3.4 °C in late summer. The length of periods of high water temperature, expressed as successive days with water temperatures over 27 °C, increases by a factor of four until 2100. These prolonged durations of periods with unusually high water temperatures may provoke changes in the food web and in the rates of biological processes in the Rhine.*

## The Rhine Can't Wait Learning / Training project

### Introduction

Now, let's try to make this story realistic, addressing the question at the highest level - all stake-holders together in the room (a Gym or a Stadium) that would be a dream. We will make it simple, easier to imagine, the client will be a large group of Citizens living near the Rhine river and/or aware of the impact of global climate change on

### 1. Context - Client and Budget

Your client is an association of Citizens - **The Rhine Can't Wait**, that has decided to create Learning and training material for teachers and school children and families about the consequences of climate change on the Rhine River

**The members of the association each commit 1% of their monthly income to fund the association**, which has 500 members - that will represent about 120 000 € every year dedicated to training actions /events

Additionally they get donation from sponsors and communities. these donation are directly linked to the design a training material

**Investment** on the project training design: 200 000€

**Training actions / Events:** 100 000€

### 2. Context - Goals and KPIs

The Mission of the association is to raise awareness of citizens of the impact of their way of life on climate change and directly on the water temperature in their

**Goal 1 : To train 10 000 primary school teachers** - 70% of them in Germany on "climate change" and provide them with basic training tools / learning activities - coaching, tutoring and mentoring online

**Goal 2 - To educate 40 000 to 100 000 children to climate change**

**Goal 3 - To involve 40 000 families in actions and impact 100 communities**

### **3. Context - Target Groups**

Teachers

Pupils/children

Parents

Sponsors

Communities (at different levels: local, regional and international)

### **4. Context - Needs and Critical factors**

#### **1. Teachers' needs**

The teachers are the spearhead of your strategy, to change behaviors at large in families and communities

Your aim is to reach the tipping point, where 15 to 20% of teacher regularly use your training material with children and indirectly with their parents

#### **2. Pupils's needs**

Pupils have to be made aware of what they eat, what they do, how they move around has an impact on climate, changing their habits and motivating their parents to change their own habits

#### **3. Parents' habits**

They have to change their food consumption habits, mobility habit, choices in housing, this goes against strong cultural preferences, what can be achieved fast - it takes 1 to 3 months to change any habit

#### **4. Sponsors' needs -**

Sponsors need to gain something from your project, is it greenwashing? what are their motivations, and their needs? - Sustainability of distribution process could be one - any firm could join, or Water Quality of the Rhine (Water facilities providers could be interested)

#### **5. Communities' needs**

The Municipalities (lord Mayor and City Concil) will have to face choices in land use, selling and implementing decisions to the population, what could they expect from educated community members

To be continued...

### **This afternoon / evening / night**

Article 21 : *Learning Battle Cards : From Goals to KPIs and Evaluation*

Article 22 : *Learning Battle Cards : From Needs and Critical Factors to Analysis*

Article 23 : *Learning Battle Cards : AWARENESS*

On Saturday morning / evening / night

Article 24 : *Learning Battle Cards : ATTITUDES*

Article 25 : *Learning Battle Cards : SKILLS*

Article 26 : *Learning Battle Cards : KNOWLEDGE*

Article 27 : *Learning Battle Cards : IMPLEMENTATION*

Article 28: *Learning Battle Cards : EVALUATION*

## **From Goals & KPIs to Evaluation 21/28**

### **Introduction:**

There are many ways to use the framework, some of you will start on the left of the framework (Analysis) and will start discussing Needs and target audience / environment and other

My preference is to think strategically and start with the connection between the GOALS and KPI en the last Window of the Framework (Evaluation)

In this article, I will simulate in less the content of discussions held about Learning methods used with the EVALUATION Window of the Framework

### **THE RHINE CAN'T WAIT PROJECT**



### **Setting - Kick-off meeting**

Your are one of the active and core members of the "THE RHINE CAN'T WAIT" Association

**You are the HEAD Facilitator** of this 4 hour meeting in which you'll be using the Learning Battle Cards to have Target Group members discuss the EVALUATION Stage of your Learning process

**At each table you'll have 5 members of the Target Group** - each representing a sub set of your target audience ;

**At each table you'll have a trained facilitator**, who will facilitate the discussion

To make it easy for you (reader) each participant at one table will be named after their role (the target sub group they represent)

FACILITATOR, TEACHER, PUPIL, PARENT, SPONSOR, COMMUNITY

There are 4 tables, each have the name of a city along the Rhine, as this is organized Locally, They are near each other, and for personal reasons I've decided that the cities would be near Speyer. If you have read the previous article you'll know why



Photo of Speyer Cathedral and the Rhine River in Germany by Klaus Landry / Stadt Speyer

**Table 1: Germersheim**

**Table 2: Speyer**

**Table 3: Mannheim**

**Table 4: Worms**

Agenda:

1. **Reminder of the context of the project** (See [article 20](#))

2. **The 4 questions** we want to address during this sequence of the meeting:

- What data do we want to collect to EVALUATE THE PROJECT AT ALL LEVELS?

- Why do we want to collect this data?
- How will we collect the data?
- What will we do with the collected data ?

## **Introductions**

### **HEAD FACILITATOR (You)**

Now, introduce yourselves to the other members of your table - in 3 sentences:

**Who** you are

**Where** you come from,

and **why** you are here?

When you are finished introducing yourselves go to the paperboard and paste your post-it on the drawing representing your table with the Key sentences you used to introduce yourself for everyone to read at any time during the meeting

### **The rules:**

HEAD FACILITATOR - we only have 5 rules during this meeting

- We are all equal in the discussion
- All ideas are worth being expressed
- Listen to each other politely / don't interrupt
- Wait for your turn to speak (table facilitator will give you the floor)
- Enjoy this moment of conversation

The discussion At the Speyer table

FACILITATOR: Here again, the four questions we want to answer:

- What data do we want to collect to EVALUATE THE PROJECT AT ALL LEVELS?
- Why do we want to collect this data?
- How will we collect the data?
- What will we do with the collected data?

### **FACILITATOR:**

Before we start, who wants to be our speaker at the end of this sequence, when we share our results with other tables?

**PUPIL** - I'd like to give it a try, if I'm not alone

**SPONSOR** - I'll do it with you

### **FACILITATOR:**

Thank you, both of you, now let's have a look at 2 questions we want to address

- What data do we want to collect to EVALUATE THE PROJECT AT ALL LEVELS?and why ?

## TEACHER

### What?

I would be interested in the **number** and **names** of **schools** and **communities** where they have launched a **train the teachers action**

I would like to know how much **time my pupils spend** working on the subject, playing the games and watching the videos or working on the simulations

I would like to get test results , for my class and how they compare to other classes along the Rhine

**Why** do I want this data: To be able to get in touch with colleagues and be efficient in my job as a teacher-facilitator with my pupils, and be able to give information back to the parents

## PUPIL

### What?

I'd like to **know if we have made a difference to the level of temperature of the water** here and elsewhere along the Rhine

I'd like to know if our school does better as other schools

**Why?** I'm just curious

## PARENT

### What?

I would like to **know how we, as a family, contributed to results** at the household level and **compare** it to other households? How much we saved on the water bill,

I'd like to see **how our effort contributed to the quality of the water**

**Why?** I think this kind of data/information would boost our motivation

## SPONSOR:

We would like to get **statistics on water consumption** from community to community

We would like to get information on **new / innovative projects** all along the river

**Why?** - We want to **see Results** and justify the money invested in the project

## COMMUNITY

### What?

We want to get information on the impact of the average water consumption inside the community and in other communities

We want to get the results of measures of water quality along the Rhine and to be able to compare with other communities

**Why?** Because we want to **keep our community members informed** and **motivated**, we want to **communicate**

\*\*\*\*\*

**FACILITATOR:**

The third question is: How do you want to collect the data?

**TEACHER**

I think that most data could be collected **through an Online GAME** that could be used all through the training process, or before

**COMMUNITY:**

We think we should organize several **Communities of practice (CoPs)** connected with each other in a Galaxy of CoPs

**SPONSOR**

I agree with COMMUNITY, I would add that we need put in place an **evaluation system** at **K4 level**

**PUPIL**

What is K4?

**TEACHER**

Yes, what is K4?

**SPONSOR -**

K4 stands for Kirkpatrick Level 4 evaluation, that is evaluation of the RESULTS of the whole project at the highest level

**COMMUNITY**

That would be ideal, isn't it a bit too complex?

**FACILITATOR**

PUPIL , what do you understand by RESULTS of the THE RHINE CAN'T WAIT project at the highest level?

**PUPIL**

If I understand you well SPONSOR, what I would like to know is at K4 level

**SPONSOR**

Yes, when you want to know the impact on the temperature of the Rhine Water? But other things you want to know, and what PARENT and TEACHER want to know are at K1, K2, K3 level

**FACILITATOR:** Please explain to us all:

**Level 1 is Reaction** - were you happy with the programme?

**Level 2 is Learning** - did you learn anything?

**Level 3 is Behaviour** - did you change your behavior and attitudes, did you use or implement new knowledge and Skills?

**Level 4 are Results** : What are the results of the project - easy to collect will be data about numbers of actions, people involved, less easy to measure will be the impact of the project on the quality of water in the Rhine and on its temperature (as impacts on the temperature of the water of the Rhine can't be attributed to specific actions).

**FACILITATOR**

Let's move to the last question, "What will we do with the results" but our time is up, let's see what other tables came up with

\*\*\*\*

**HEAD FACILITATOR**

Now this is the moment to share what we found out? Each Table will have 15 minutes to share and comment their answers to the four questions. Each table will have one or two speakers

(SPEYER) FACILITATOR

Our team would like speak last, we would like to hear the answer from the other tables to the last question before giving our own as we had no time to discuss it

HEAD FACILITATOR

Ok!

To be continued...

**This afternoon / evening / night**

Article 22 : *Learning Battle Cards : From Needs and Critical Factors to Analysis*

Article 23 : *Learning Battle Cards : AWARENESS*

**On Saturday morning / evening / night**

Article 24 : *Learning Battle Cards : ATTITUDES*

Article 25 : *Learning Battle Cards : SKILLS*

Article 26 : *Learning Battle Cards : KNOWLEDGE*

Article 27 : *Learning Battle Cards : IMPLEMENTATION*

## From Needs and Critical Factors to Analysis 22/28

### Introduction

In the previous article you saw a possible way of working on the EVALUATION window of the framework in connection with the GOALS and KPIs in the Context part

In this article you will focus on the ANALYSIS Window and answer the some of these questions:

for example: how learners' needs will be analyzed, and specific needs of each sub-group, what is the learning environnement? what are the constraints?

### THE RHINE CAN'T WAIT PROJECT



### Summary of the previous sequence

A meeting with 20 members of the TARGET GROUP (TEACHER, PUPIL, PARENT, SPONSOR, COMMUNITY, ) organized in 4 tables of 5 participants and a facilitator, you dealt with the EVALUATION STAGE of THE PROCESS and connected it to the GOALS and KPIs section of the CONTEXT of the THE RHINE CAN'T WAIT project

You went though the whole agenda of the first sequence of the meeting, and came up with an evaluation based on the Kirkpatrick model with a test to evaluate REACTION and LEARNING, and BEHAVIOUR and RESULTS being collected through the activities of the galaxy of communities of practice

Your Table (SPEYER) didn't have time to go through the last question : What will be done with the evaluations data?

New Sequence in the workshop: From Needs and Critical Factors to Analysis

### FACILITATOR

Before we go on with the agenda of the workshop a question we didnt have time to address what will be done with the evaluation data?

## TEACHER

The rules may be different from country to country. What do we know about that?

What can be shared and communicated, what must remain anonymised?

## FACILITATOR

You are right, the **RHINE CAN'T WAIT** Association should do some more research on that aspect, I'll come up with an precise answer during our last Workshop, next week.

## SPONSOR

I'll see what I can do with our LEGAL & HR departments about this.

## FACILITATOR

Thanks, let's turn to the important question "**What will we ANALYSE and HOW?**"

## TEACHER

I think that will be different according to our **target Groups**, myself as a teacher, my needs are more on the **facilitation** aspect of Training - I suppose we can do test and/or a Survey about the needs of teachers

## PUPIL

I would like to test my knowledge playing **GAME**,

## SPONSOR

Do you mean a SERIOUS Game ?

## PUPIL

I don't know about that, but **a game we could play in teams**, on the internet or on a SMARTPHONE

**TEACHER** - I don't think the smart phone is such a good idea

## COMMUNITY

You seem to forget the state or your equipment and Internet connections at German schools, generally, I'm not talking about your school, though

## SPONSOR

Don't you get some money from the LAND on equipments?

## PUPIL

The Game could be played on a computer, on a tablet or on a smartphone, that should answer the question of access, I think

## COMMUNITY

I think we want to analyse the conditions met in every school, the technical environment, and maybe know what people have at home, so that parents can have a go at the game to

#### **PARENT**

I think this shouldn't be a problem, nowadays - I wouldn't mind taking **a test** online

#### **SPONSOR**

I'd like **a Survey** to get a maximum info on household habits, water consumption - even the size of the garden

#### **COMMUNITY**

The WATER Authorities should have that kind information

#### **SPONSOR**

Let's make it part of the Game, then. What do you think?

#### **PUPIL**

Do you mean introducing these parameters in the game, and considering them in the gameplay?

#### **SPONSOR**

**Right**, if you have two cars that you wash at the CarWash, and a very large garden your water consumption will differ, from that of a family living in the center of the city, using the Streetcar to move around

#### **FACILITATOR**

I really think we got it. To sum it up, what we want, as methods to analyse needs and conditions are:

A test

A game

A survey

Let's have a break, in the next section we will work on AWARENESS

To be continued...

#### **This afternoon / evening / night**

Article 23 : *Learning Battle Cards : AWARENESS*

On Saturday morning / evening / night

Article 24 : *Learning Battle Cards : ATTITUDES*

Article 25 : *Learning Battle Cards : SKILLS*

Article 26 : *Learning Battle Cards : KNOWLEDGE*

Article 27 : *Learning Battle Cards : IMPLEMENTATION*

Article 28: *Learning Battle Cards : EVALUATION*

# Learning Battle Cards : AWARENESS

## 23/28

### Introduction

in this article, our purpose is to focus on the AWARENESS window of the Learning process.

The question is: what can be done to raise the awareness of the Target Group and other stakeholders that a training/learning action is required and important?

At this stage in the process, you want to make sure that every member of Target group gets onboard. At this stage good information is key

### THE RHINE CAN'T WAIT PROJECT



Discussion about the Awareness window of the LBC Framework

### FACILITATOR

Let's turn to this new and important question "**How can we raise the awareness of ALL stakeholders about the importance of this learning and change project?**"

### TEACHER

Teachers should be made aware that their role is changing, fast , I think launching **communities of practice** would help

### PUPIL

I think we need a **FILM**, a short and **funny video** that goes viral on social networks

### PARENT

The Community should Relay the information on its website and on the community paper

## **SPONSOR**

A CoP, a FILM, The GAME ? ARTICLES I strongly agree with these methods and would add a SIMULATION connected to the game

## **COMMUNITY**

I share PARENT'S point of view, we will have to facilitate the birth of COMMUNITIES OF PRACTICE, and put ARTICLES on our website

## **TEACHER**

Another Idea: What about Having some DIGITAL STORY TELLING to connect it all (ALL) Yeahhhh great idea teacher

## **FACILITATOR**

If I was attentive to your proposals we decided we could have the following methods at the AWARENESS STAGE :

Communities of practice, FILMS a GAME with a SIMULATION connected to it, ARTICLES, and DIGITAL STORYTELLING

Tomorrow in the next sequence of our workshop we will work on ATTITUDES,

What (new) attitudes and behaviors need to be adopted?

To be continued...

## **On Saturday morning / evening / night**

Article 24 : *Learning Battle Cards : ATTITUDES*

Article 25 : *Learning Battle Cards : SKILLS*

Article 26 : *Learning Battle Cards : KNOWLEDGE*

Article 27 : *Learning Battle Cards : IMPLEMENTATION*

Article 28: *Learning Battle Cards : EVALUATION*

# **Learning Battle Cards (TM) : ATTITUDES 24/28**

## **Introduction**

In this article we are dealing with the **DELIVERY** section of the **LBC Framework**, from a learner perspective, he/she will be engaged in his/her learning journey. And

he may follow a personal learning path, or a team-learning path according to the training strategy. Having been through the AWARENESS stage he/she is ready to learn.

From a design perspective, my suggestion is to deal with the 3 windows of the framework bottom up. Addressing what is "invisible first" (**ATTITUDES**) and, moving to SKILLS and KNOWLEDGE which, in the end has to contribute to SKILLS and ATTITUDES, as there is always tacit and explicit knowledge incorporated in a skill or at the foundation of an attitude.

To design the activities of the ATTITUDE window, you will have to answer two linked questions:

What (new) attitudes need to be adopted by the target group (sub-groups)? And, how this change of attitudes will be facilitated, which learning method will be used"

### **THE RHINE CAN'T WAIT PROJECT**



### **FACILITATOR**

In this sequence, we want to address the probably most important questions there are in this project, a critical factor of success. At many levels a change in attitudes and habits is required

What are these changes and how do we trigger and facilitate/support them?

### **PUPIL**

I'm not sure I understand the meaning of attitude. Does it mean that I should behave well?

### **TEACHER**

Let me be the teacher, for once, here, if you excuse me. As I wasn't too sure either, I checked the definition on the Internet:

Psychologists define attitudes as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects, or events.

Researchers also suggest that there are several different components that make up attitudes.

The components of attitudes are sometimes referred to as **CAB** or the ABC's of attitude:

Cognitive Component: your thoughts and beliefs about the subject.

Affective Component: how the object, person, issue, or event makes you feel.

Behavioral Component: how the attitude influences your behavior.

## **PUPIL**

Thank you TEACHER, I get it. Attitude is different from behaviour then,

## **FACILITATOR**

Thank you to both of view. Just to add a word. The LBC Framework stresses the importance of ATTITUDES towards learning, I think this is something which is really critical when our first target groups are teachers and pupils;

## **PARENT**

Maybe we should become more aware of what we do and say to our children.

Regarding the Rhine, I think, we should change the way we look at WATER, not spoiling it. Yet, I don't know if it will make a difference; COMMUNITIES OF PRACTICE where we can share best practices, Social pressure would work

## **SPONSOR**

I would have a question to you TEACHER, What new attitudes should teachers adopt?

## **TEACHER**

I really think the main things : They/we should become more collaborative, and stop pretending having the answer all the time, Teaching less and guiding more. I believe I'd need some COACHING there;

## **COMMUNITY**

We really believe in COMMUNITIES OF PRACTICE, too as a way to accelerate changes in attitudes; and, Yes, in small communities social pressure may work, but you have to initiate the change, and we as Community should support role models in their initiatives.

## **SPONSOR**

I agree COMMUNITY, we could support the training of community managers, facilitators

## **FACILITATOR**

I think we have it, for now, we could go deeper if we had more time, but for the moment

We seem to agree on these changes of attitude from teachers to become more collaborative, and more guiding when they intervene. Parents should become aware that they are role models for their children,

The methods we agree upon are

Communities of practices

Coaching

Facilitation

After the break we will turn to the next Window: "Skills"

**To be continued...**

**Later this afternoon**

Article 25 Learning Battle Cards : SKILLS

**and, this evening/ night**

Article 26 : *Learning Battle Cards : KNOWLEDGE*

Article 27 : *Learning Battle Cards : IMPLEMENTATION*

Article 28: *Learning Battle Cards : EVALUATION*

## **Learning Battle Cards (TM) - SKILLS 25/28**

### **Introduction**

In this article we will deal with the skills window. Which Skills the Target Group sub-group members need to develop, and through which methods they will be developed. In this article we will see that teachers will have to develop new skills as we want them to be the spear head of the project, The Core target group of the training process, and project for that matter.

THE RHINE CAN'T WAIT PROJECT



### **FACILITATOR**

Let's turn to this new and important question of the skills to be developed and how to develop them

### **TEACHER**

Teacher for me it's clear: Two kinds of skills: Facilitation skills to facilitate TEAM WORK with my pupils and Collaborative skills in a Digital Environment,

### **PUPIL**

Although I think I'm cooperative person, collaborating with others is difficult for me when it comes to learning, it seems too slow, I don't see the point of it, I'd rather learn alone, most of the time. I think a good GAME could be a good thing to use with me

### **PARENT**

We all hear about Collaboration being so important in the new work culture, maybe we could use some of it at community level. Again COMMUNITIES OF PRACTICE are a good places to learn new skills and to collaborate

### **SPONSOR**

I believe that collaborating more at all levels would be the best way to make the best of available - TEAM ASSIGNMENTS across communities and schools could be a good way

### **COMMUNITY**

We agree with SPONSOR and PARENT about Communities of practice, and we would add Experimenting as a method. All communities could benefit from the results of experimentations if these results were properly shared. NIF and reinventing the wheel, we have not time for that, the Rhine can't wait, as we say.

### **SPONSOR**

We agree with COMMUNITY. And by the way, here again we will want some TUTORING

### **FACILITATOR**

We seem to agree on to major skills, Collaboration and facilitation skills

The methods we agree on are the following:

Games they seem a good way to get pupils to collaborate

Facilitation,

Tutoring

Communities of practice

Experimenting

Before our next meeting, reflect about the type of KNOWLEDGE you think should be acquired by our target group

**To be continued ...**

**this evening/ night**

Article 26 : *Learning Battle Cards : KNOWLEDGE*

Article 27 : *Learning Battle Cards : IMPLEMENTATION*

Article 28: *Learning Battle Cards : EVALUATION*

# Learning Battle Cards (TM) : KNOWLEDGE 26/28

## Introduction

This Article will deal with the KNOWLEDGE window of the Learning Battle Cards framework

There are many ways to acquire knowledge, beside identifying the type of knowledge to be acquired, we will deal with the learning method. Keeping in mind that knowledge is there to be used.

Last thing to consider would be how this knowledge would contribute to skills and attitudes?

THE RHINE CAN'T WAIT PROJECT



## FACILITATOR

Let's turn to this new and important question "What type of knowledge should be acquired, and how"

## TEACHER

I believe we will need an understanding of the climate change literature and research,

I would like to have WEBINARS with experts on the subject working every day with these questions on behalf of the [IPCC](#) for example

## PUPIL

Sorry TEACHER I don't like webinars I find them boring, My school teacher, introduced Peer to Peer Learning, and for once I really love it, I'm currently learning the basics of guitar playing with a peer who has had 4 years of years of private tuition

## PARENT

Like TEACHER, I believe we should learn more about Climate Change, and what we can do at our individual level.

I have learnt that Peer to Peer Learning can work well at a very young age. In some school models, the 5 Year Old children teach the 4 year old to read! isn't that a method that could be generalized ?

### **TEACHER**

Are you thinking about Montessori schools?

### **PARENT**

Right, I think that name was mentioned ...

### **SPONSOR**

What we need is permanent access to up to date information or content on climate change the best sources of learning/training material

### **COMMUNITY**

How can we collaborate on that, I think we should try to maintain a common Content Repository

### **SPONSOR**

A Content Repository is what I was thinking about. I think our project "**THE RHINE CAN'T WAIT**" should collaborate with other initiatives (with NGOs or official bodies) at least we should get in touch with the [IKSR](#), they even have 2 web sites for kids

### **FACILITATOR**

Thank you SPONSOR, I believe these sites are a good place to start our search, if we don't want to re-invent the wheel.

To conclude, we agreed on one domain of knowledge, and on three methods:

Climate change - is the domain of knowledge

Webinar (although maybe not the preferred method for everybody)

Peer to peer learning

Content repository

After the break we will turn to the last section of the frame work: CONCLUSION, and will begin with the IMPLEMENTATION Window

To be continued...

### **this evening/ night**

Article 27 : *Learning Battle Cards : IMPLEMENTATION*

Article 28: *Learning Battle Cards : EVALUATION*

# Learning Battle Cards (TM): IMPLEMENTATION 27/28

## Introduction

IMPLEMENTATION , refers to the way new knowledge, skills and attitudes will be applied and used at work in this article we focus on the learning methods that can be used to sustain learning at the implementation stage.

THE RHINE CAN'T WAIT PROJECT



## FACILITATOR

Before we turn to the IMPLEMENTATION Window of the framework, let's make sure we understand the word implementation in the same manner, it is a little tricky

## PUPIL

I've never heard the word before!

## FACILITATOR

Ok, then let's make it simple: it's the WAY you APPLY new knowledge, skills and attitudes at school or at work, in your every day life after the official training is over.

Now, the question: by which learning methods can we support this every day implementation of what was learnt in the learning process?

## TEACHER

I'll really try to find a very experienced Mentor, that can challenge me and that I will challenge some day, in the future.

And I believe in Project Based Learning, even though I know it's time consuming.

## PUPIL

I would love to have a Tutor, not my teacher but maybe but an older boy or girl who could help me when I need help

## PARENT

I think the most natural thing to do would be to remain a member of a COMMUNITY OF PRACTICE

## SPONSOR

Yes, I agree, PARENT, being active in a COMMUNITY OF PRACTICE is the thing to do

### **COMMUNITY**

I agree with You both, PARENT and SPONSOR. Moreover, COMMUNITIES OF PRACTICE should be supported, by sponsors and communities, to leverage their potential. As voluntary bodies, they usually lack resources and rely to much on the involvement of the community manager and core members of the CoP.

### **SPONSOR**

Right, in the long run, community managers get tired, (CoP) Sponsors have to take care of them (give them support, recognition, time and a little money or the CoPs dies

### **FACILITATOR**

Thank you all for your great inputs. We seem to agree to make COMMUNITIES OF PRACTICE the hub of our learning activities at the IMPLEMENTATION stage of the Learning process.

At the end of the day, after a short break, we will meet for the last time : Till then please think about the lessons learnt, working together with The Learning Battle Cards.

I promise, this will be a very short session as I know that most of you have to take their e-Bikes back home, and the night is falling fast..

To be continued...

**The last article in less than an hour, tonight, don't miss it**

# Learning Battle Cards (TM): EVALUATION and lessons learnt 28/28



## Introduction

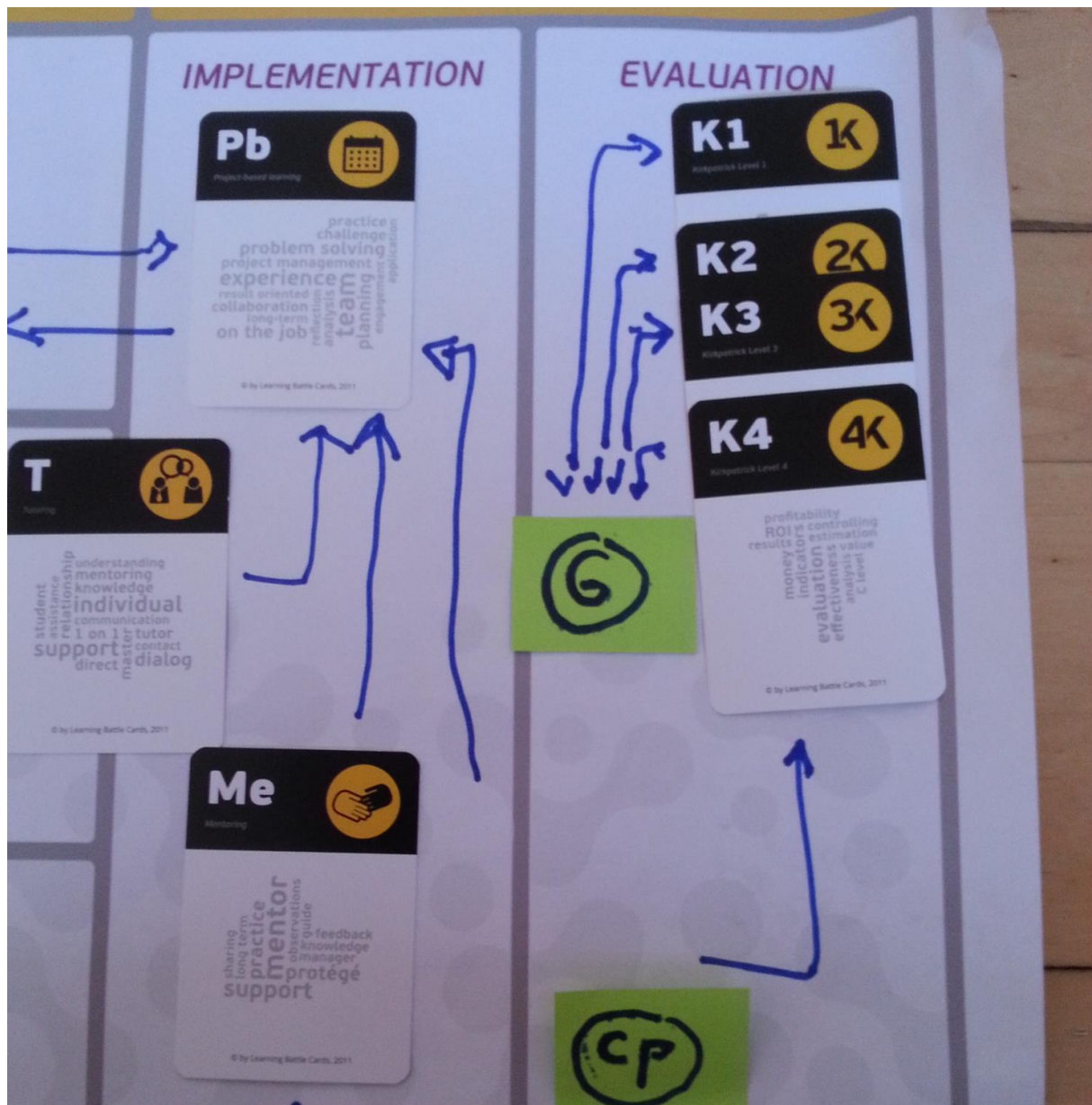
In this last article of the Learning Battle Cards series, my intention is to recapitulate what can be learnt from working with the Learning Battle Cards Framework and cards. Although this THE RHINE CAN'T WAIT, is kind of storytelling, all the comments made by the characters in the story were heard by myself at the end of workshops held in Germany over a 6 months period.

## THE RHINE CAN'T WAIT PROJECT



## HEAD FACILITATOR

We are reaching the end of this first series of WORKSHOPS to Design what I would call the GLOBAL SYNOPSIS of our THE RHINE CAN'T WAIT PROJECT training process. This will be presented next week to the association's committee, where decisions will be made about the next steps. You did a fantastic job, and we, the other facilitators and myself, are really ready to present and defend the training process you've designed. For now, we would like you to dedicate this last sequence to what you learnt using the [Learning Battle Cards](#).



### (Speyer table) FACILITATOR

It was a great pleasure to come back to Speyer after all these years, and a real pleasure working with you all during these two meetings, today and last week. Now, the last question I'll ask you is this one: "What did you learn in this designing process?"



Speyer, Maximilian Straße. on a Summer day - (C) Christian MARTIN

### **PUPIL**

Collaborating with adults can be fun and a great learning experience when they treat you as equals, and listen to you. That's how I felt all the time, being seriously listened to.

I saw, that teachers are humans too,.. Thank you TEACHER, thank you all of you.

### **TEACHER**

You are welcome, PUPIL, I would say that I learnt a lot about Collaboration and Facilitation. The cards were very helpful to gather new ideas, quickly and check when needed the applicability of a specific learning method in a situation or context.

And, If I may throw a compliment at you, FACILITATOR you are a good role model for the attitudes and skills of a facilitator. Thank you ("*et mon coeur reste ouvert*").

### **PARENT**

I discovered so many things I'd never heard about. I agree with TEACHER, the LBC cards and Framework were very helpful, although at the beginning I felt a little overwhelmed by the amount of details, but we quickly learnt ways to go about the cards. Thank You

### **SPONSOR**

The method, this collaborative design, is the proof of the power of the Learning Battle Cards framework. Before last week, we had never seen each other for most of us, and we really managed to design something collaboratively, and were never bothered or hindered in our reflexions by content matters. That was a great experience. Thank You.

## COMMUNITY

It was a real honor to have you all here, and a great collaborative experience, I fully agree with SPONSOR, not all meetings / workshops are so fruitful. Thank you.

## SPONSOR

Sorry, There is something I wanted to add during our Work on IMPLEMENTATION, which I forgot to do and didn't find in the LBC Cards - I would call "on the job training", the French call it AFEST (Action de Formation En Situation de Travail) it is a recognized training method. Thank you ("*et mon coeur reste ouvert*").

## FACILITATOR

I'll thank you all, for the spirit of collaboration and your open mindset which I experienced while facilitating this workshop. I trully believe we came up with a coherent strategy that can be sold to the board, next week.

There were many other possible learning methods we could have chosen that we left out, as we had agreed on one principle: **selecting learning methods with the highest engagement potential**. And this was not a surprise, most of these methods involved people: **Peer To Peer Learning, Team Assignment, Coaching, Mentoring, Tutoring, Project Based Learning, Communities of practice ...**

We are all well aware that new technologies, AR, VR, AI, and more recent learning/training models, such as MOOCs, World Cafés, Hackathons, Bar Camps, ... are available, and I'm sure that work done in other workshops along the Rhine will probably show that. Our choice was a coherent one.

Before leaving, a special thanks to the Headmaster of the XXX Gymanasium in Speyer who hosted the two meetings.

And maybe a last word to TEACHER et SPONSOR, who for you all, seem to have been trained in the same Coaching model than myself.

The French Coaches training sessions always ended with a feedback that each participant had to conclude with these last words: "*et mon coeur reste ouvert*" (and my heart remains open).



Speyer Dom, at night Source: Wikipedia

\*\*\* THE END \*\*\*