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Carolyn Stern

Cultivating a Learning Organization – Why Experiential Learning and Emotional Intelligence Need to Be a Part of Your Employee Training

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**“I hear and I forget,
I see and I remember,
I do and I understand.”**
Ancient Chinese Philosopher, Confucius

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Agenda

Overview of Session

- Training in Organizations
- The Role of the Brain
- Adult Learning
- Experiential Learning
- Emotional Intelligence in the Workplace
- Taking an EI Approach to Experiential Learning
- Emotionally Intelligent Experiential Activity
- Take Away

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Training in Organizations

What is needed to ensure successful training in organizations?

$$\begin{array}{ccccc}
 \$889 & \times & \text{Per Employee} & = & \$14 \text{ Billion Annually}
 \end{array}$$

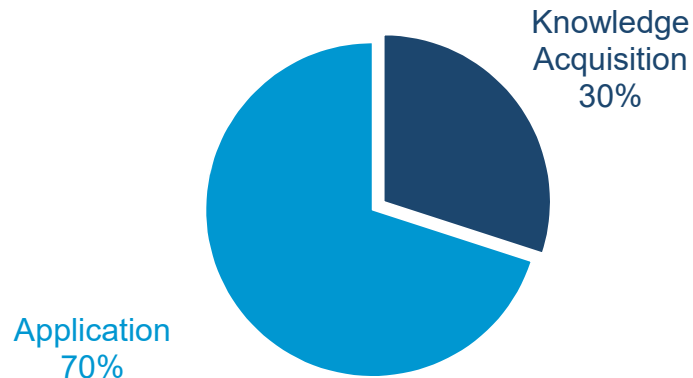
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Training in Organizations

Why does experiential learning need to be a part of your employee training?



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Comparing Sports to the Workplace

If you were learning a new sport, basketball, for example, what would you do?



Learn the rules

Watch someone playing

Learn the skills

Run drills to practice the skills

Play in a scrimmage

Play in a game

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The Role of the Brain

What roles does the brain play in learning?



Neocortex



Limbic Brain

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The Role of the Brain

Neocortex

- Governs analytical and technical ability
- Grasps concepts quickly
- Can comprehend after a single hearing or reading



Neocortex

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The Role of the Brain

The Limbic System

- Governs feelings, impulses and drives
- Soft skills run between the prefrontal lobe and the brain's limbic system
- Slower than the neocortex



Limbic Brain

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The Role of the Brain

Sustain learning - the evidence

Learning through the limbic system:

- Requires motivation, extended practice & feedback
- An opportunity to stimulate new neural connections
- Is not linear and smooth

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Adult Learning

Reflecting on learning

- When was the last time you learned something?
- How did you know you had learned it?

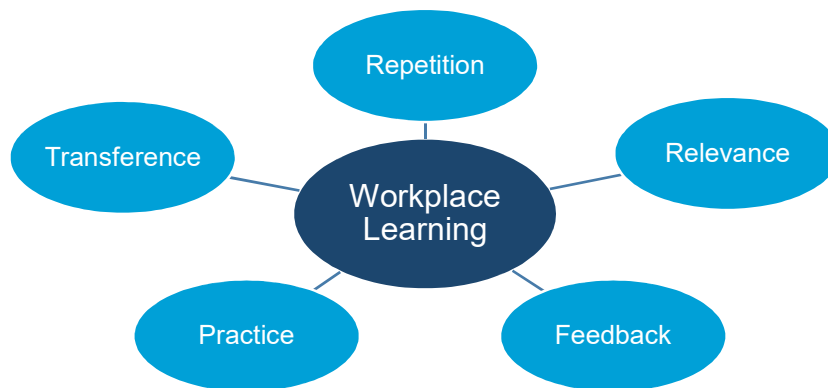
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Adult Learning Principles

Adapted for workplace learning



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Experiential Learning

Components

Experiential learning is **learning by doing**. To be experiential, it should include the following key components:

1. has purpose and personal relevance to the learner. (relevance)
2. allow participants to improve by applying new skills. (practice, feedback, and repetition)
3. reflection time to make connections between the activity and real-world applications (transference)

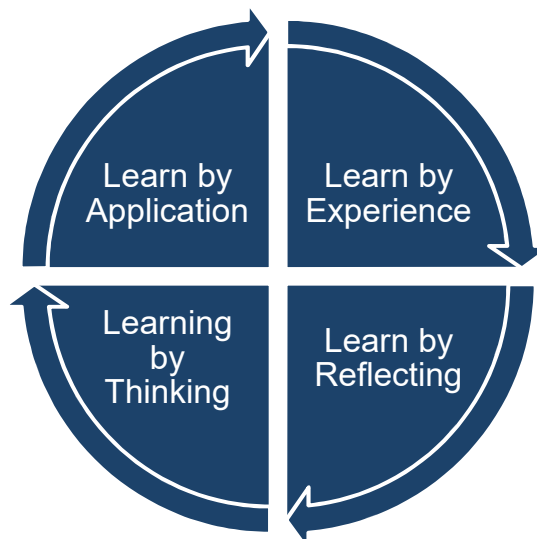
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Experiential Learning Process

Kolb's Learning Cycle



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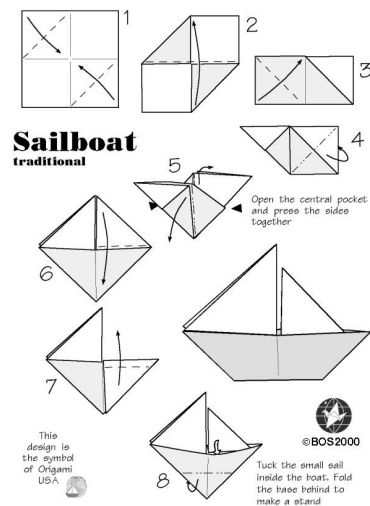
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Activity

Learning a new skill: origami

On your table you will find:

- Print out instructions to create a sailboat
- Origami paper



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Reflection

Learning a new skill

- How did you do?
 - Did you fold the paper in the correct places?
 - Did you do turn it over correctly?
 - Did you open the part in the right place?
 - Did you forget a step?

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Thinking

Learning a new skill

- What can you do better next time?
- What should you avoid in the future?

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Application

Learning a new skill

- Give your learners an opportunity to apply what they learned and do it again.

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Experiential Learning Process

Application in the workplace

- How can you apply what you just learned about experiential learning into the workplace?

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Experiential Learning Methods

Experiential activities

- Role Play
- Games
- Case Studies
- Simulation
- Problem-based Learning
- Sensitivity Training
- On-the-job Training

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Experiential Learning in the Workplace

Group discussion

In your tables, discuss the following:

- What experiential learning activities are being used in your internal training programs?
 - What is working well with that method?
 - What is not working so well?
- If you could pick one skill that needs the most development in your organization, what would it be?
 - What experiential learning activities could you be using in your training programs that would teach them that skill?

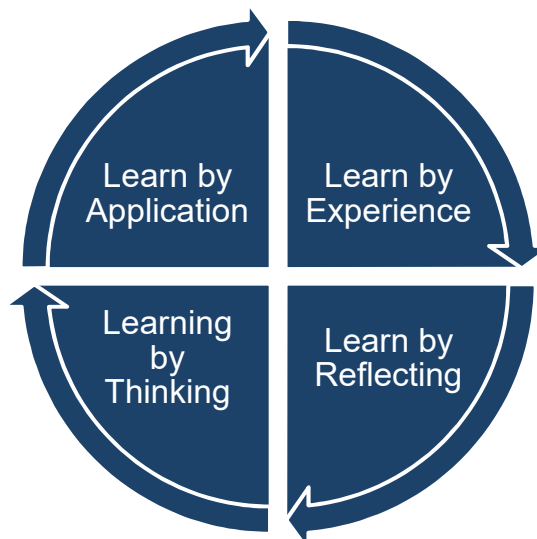
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Experiential Learning Process

What Is Missing?



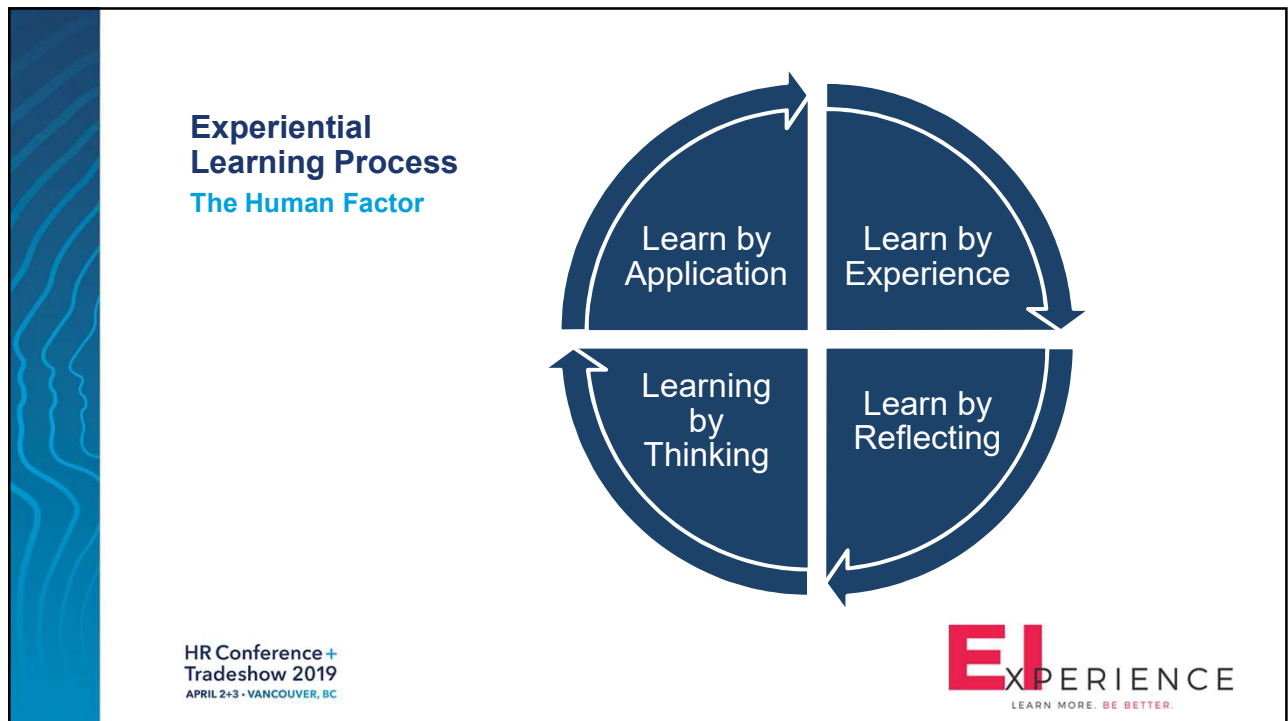
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Emotional intelligence is the ability to monitor your emotions as well as the emotions of others, distinguish between and label your emotions correctly, and use emotional information to guide your decision making.

(Goleman, 1995; Mayer & Salovey, 1990)

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Emotional Intelligence

How does EI show up in the workplace?

In the workplace, we deal with people, and people are creatures of emotion. In the workplace this shows up in five different areas:

1. Self-Perception
2. Self-Expression
3. Interpersonal
4. Decision Making
5. Stress Management

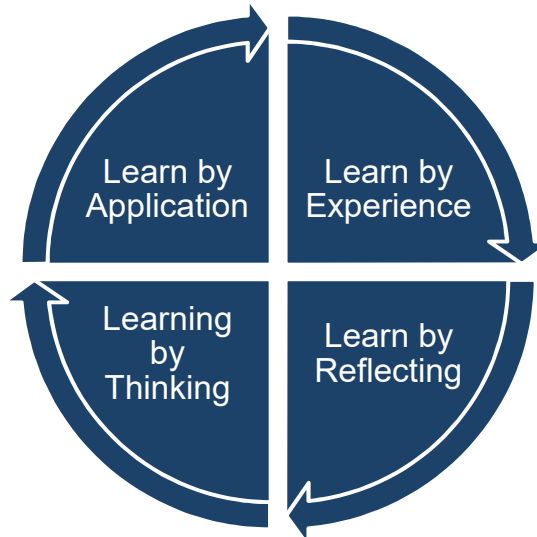
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Experiential Learning Process

Kolb's Learning Cycle



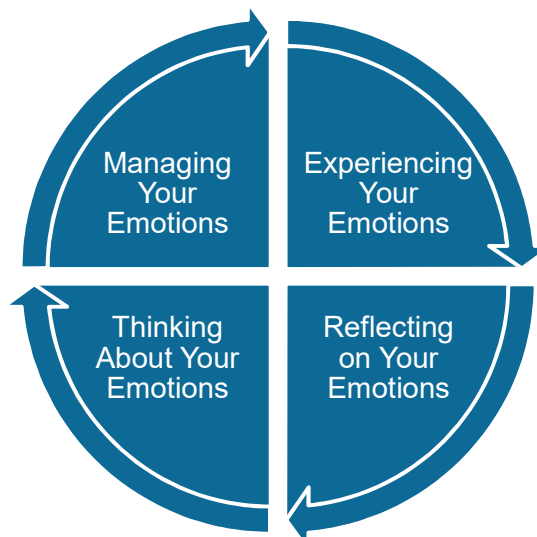
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Experiential Learning Process

Emotional Response



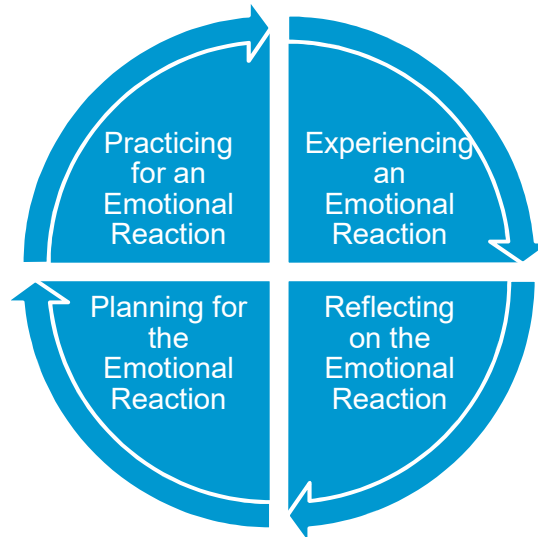
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Experiential Learning Process

Emotional Reaction



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Emotionally Intelligent Experiential Learning

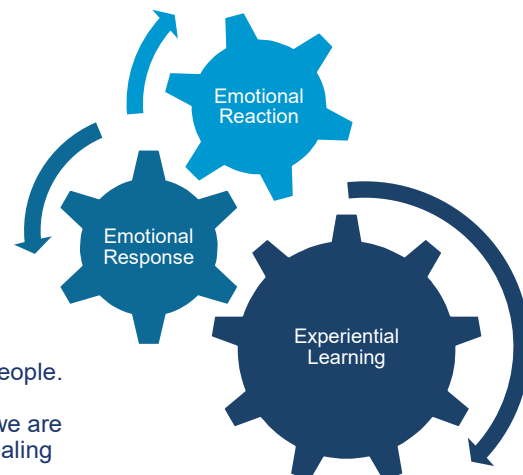
The emotional impact

Adult learning requires:

- Valuable and relevant content
- An experiential learning cycle
- Understanding of the emotional impact

We need to prepare employees to deal with people.

"When dealing with people, let us remember we are not dealing with creatures of logic. We are dealing with creatures of emotion." (Dale Carnegie)



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Emotional Intelligence

Integrating EI into learning and development

Many companies create experiential learning exercises but forget a key component: how will employees respond and react?

- How will they react to difficult conversations?
- How will they react to feedback?
- How will they react to your motivational speech?
- How will they react and remain engaged during meetings?
- How will they react when assigned a task?
- How will they overcome their fears or insecurities?

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Workplace Learning

Benefits of taking an emotionally intelligent approach to experiential learning

Experiential Learning in your training programs will result in:

- Motivated and autonomous learners
- Increase transfer of knowledge and skills in the workplace
- More meaningful learning

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Workplace Learning

Why should emotional intelligence be a part of your employee training?

Emotional connection will create:

- Long-term understanding of a concept or skill
- Stronger memories
- Better prepared trainers and facilitators

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**Empathy is recognizing, understanding, and appreciating how other people feel.
Empathy involves being able to articulate your understanding of another's perspective and behaving in a way that respects others' feelings.**

Multi Health Systems

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Identifying Emotions

Group activity

In small groups of 3 or 4, using your emotions poster complete the following:

- With one person as a guesser, each of you share a scenario that took place at work that made you feel one of the emotions listed on the poster.
- Please describe the situation to your guesser without stating the emotion you were feeling.
- The guesser will listen to the story and try to accurately identify the emotion the storyteller was explaining.
- Take turns being the guesser until everyone in your group has gone.

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Accurately Identifying Emotions

Group activity

- How many of you were able to accurately identify and name the emotion?
- What did you observe when participating in this activity?
- Were you surprised about any situations that evoked a certain emotion in one of your group members?
- How often do you try to identify the emotions of others when communicating with them in the workplace?
- How often do you correctly identify the emotions of others?

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Tying it All Together

Why should you take an emotionally intelligent approach to experiential learning?

Taking an emotionally intelligent experiential approach to learning will increase:

- Retention and understanding of the concept
- Employees' ability to handle their emotional response
- Learners' preparation to handling the emotional reaction of others

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Tying it All Together

What is your call to action?

1. Incorporate experiential learning into training and development
2. Give employees an opportunity to practice
3. Remember how slow the brain works when developing new skills
4. Don't forget emotional intelligence or the *human factor* when designing training programs

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Thank you!

Questions?

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