

OLTD 512 – Reflection 1

The assignment for OLTD 512 was to create a course profile and a needs assessment. It took me a while to figure out exactly what it was that I needed to focus on, but once I got going I became quite enthusiastic. Our instructor, Dr. Alec Couros, provided us with links to three former students courses to review, which at first was very intimidating. However, as I broke down each of the sections and focused on writing it actually made sense to me.

“A team is not a group of people that work together. A team is a group of people that trust each other.” – Simon Sinek

I chose to design a Teamwork Workshop *“Together Everyone Achieves More”* is to be delivered synchronously and asynchronously in a half day format, although it could be lengthened (with more activities) to a full day workshop. It will be delivered in stakeholder workplaces onsite, fully online, or a blended format https://en.wikipedia.org/wiki/Blended_learning.

I decided to use the ADDIE framework (analysis, design, development, implementation and evaluation). ADDIE made the most sense to me, after having studied the various other instructional design models. The ones that I studied were ASSURE (analyse, state, select, utilize, require, and evaluate), SAM (Successive Approximation Model, with three phases of preparation, iterative design, and iterative development), and Design Thinking (human centred which switches between design and working iteratively).

The teamwork workshop will include online instruction as pre-work, facilitator-led instruction (onsite or online), and individual and group activities (synchronously and asynchronously). Onsite delivery will be conducted at the stakeholder’s workplace or an alternative location (due to COVID 19 precautions). Pre-workshop video with instructions will be sent to the participants using Powtoons.

Workshop learning objectives:

The learning objectives are designed around cognitive strategies; attitudes, intellectual skills and verbal informal information as informed by Gagne’s Domains of Learning, and written as per Bloom’s Cognitive Taxonomy (Salama, et. al., 2020). The activities are designed around several learning theories; cognitivism, behaviourism, constructivism, and connectivism (Bates, 2015).

The overall learning objectives for this workshop are that *the workshop participants will recognize that trust and conflict are indispensable elements in working as a team; practice and discuss respectful communication skills in their workplace; and differentiate between the various stages of the change curve.*

In my learning design document I created a detailed table which outlines the learning outcomes and learning activities (*please have a peek at it by clicking on the button below*).

Materials:

There are no required textbooks for this workshop, although the following references will be provided for those participants who wish to delve deeper into the topics:

1. The Five Dysfunctions of a Team <https://blog.12min.com/the-five-dysfunctions-of-a-team-pdf/>
2. Date to Lead <https://blog.12min.com/dare-to-lead-pdf-summary/>

Handouts:

In addition to the activity materials, the following handouts will be provided for the workshop participants:

1. Patrick Lencioni's – Five Dysfunctions of a Team overview. <https://www.tablegroup.com/download/the-five-dysfunctions-model-and-summary/>.
2. Brené Brown's – The Seven Elements of Trust <https://daretolead.brenebrown.com/wp-content/uploads/2018/10/BRAVING.pdf>
3. Meeting self-assessment and counterproductive attitudes
4. Communication styles that bug people and supportive norms
5. Model for Conflict Resolution in the workplace

Attendance and punctuality:

The workshop participants will be asked to be one time and participate for the entire sessions; this will be communicated via the organization that has contracted the workshop.

Assignments:

There will be two pre-workshop assignments delivered to the participants via video introduction.

1. They will be asked to provide a response to these questions (asynchronously) in advance of the workshop, this will inform me as the instructional designer about their learning preferences:
 - a. When you attend a workshop, or a training session, what do you enjoy most about the learning experience?
 - b. What do you not enjoy about attending workshops/training sessions?
 - c. Is there anything else that I should be aware of to help you with your learning?
2. Participants will be asked to prepare (asynchronously) responses to the following for the Personal Histories Exercise to be discussed (synchronously) at the beginning of the workshop:
 - a. Where did you grow up?
 - b. How many siblings do you have and where do you fall in that order?
 - c. Please describe a unique or interesting challenge or experience that you have experienced.

Learner characteristics and considerations:

The learners for the teamwork workshop range from paid staff to volunteers in small to medium size organizations. As this is a learner-centred workshop, the learner characteristics and population mix will be provided by the stakeholders (gender, age ranges, diversity, ethnicity, English as an additional language, and educational levels) and they will be factored into the workshop via the examples used and the language in the activities.

Learning styles and barriers to learning:

Additionally, the learners will be asked how they like to learn and what they generally do not like when taking workshops. That will inform me, as the instructional designer, about their learning

styles.

Learning management system and tools:

Google Classroom is the learning management system that will be used. The digital tools will be FlipGrid, Powtoons, EdPuzzle, JeopardyLabs, Padlet, Mural and Camtasia. Others will be added as appropriate

Assessment:

Participant's learning will be assessed throughout the workshop using a formative approach such as questioning, small group work, activities, section reviews, concluding with a Jeopardy game review.

Evaluation:

Formative evaluations will be used primarily to determine learning styles and preference, this will be done via a video introduction and a pre-workshop questions that the participants will be asked. A summative evaluation will be sent to the participants one day after attending the workshop.

Needs Assessment:

In October, I was asked to develop a workshop for an organization who had already conducted a needs assessment, which was the impetus for designing this workshop, via a survey of the staff. My role was to summarize the survey and develop key themes. This teamwork workshop is designed to address some of the key themes; teamwork, communication, conflict resolution, and change management.

The learning goals (Nichols, Walsh, and Yaylaci, 2020) will be broken down to the following:

1. The mental actions that the learners need to do to complete the tasks;
2. The knowledge that the learners need to complete the task; and
3. The cues to inform learners along the way.

The task analysis process for this workshop conducted was to break the workshop down into manageable chunks. The first chunk will focus on the importance of trusting each other as a team, and why it is important to show your vulnerabilities to people that you work with, either as paid workers or as volunteers. Brené Brown (2018) lists the seven elements of trust as:

1. Boundaries – it is important to respect each other's boundaries
2. Reliability – say what you will do without overpromising
3. Accountability – own your mistakes, apologize and make amends
4. Vault – do not share information that is not yours to share. Be confidential
5. Integrity – choose courage over comfort, choose right over fun, fast or easy, and practice your values
6. Nonjudgement – we can ask each other for what we need, without judging each other
7. Generosity – you extend your generous interpretation to the intentions, words, and actions of others

The second chunk is about conflict management and understanding that conflict is healthy in any organization, providing that it is done in a respectful and safe manner. Patrick Lencioni (2012) describes conflict in the workplace as the ability to have healthy debates, about issues and not about personalities, without fear of repercussion. He also states that before one can have healthy conflict there needs to be trust within the workplace and within the team.

The third chunk is to practice respectful communication through activities where individuals disagree with each other in a simulated meeting setting.

Lastly, the final chunk is to delve into how change affects our behaviours. In order to understand how that happens the change curve will be explored in more depth, including how change has five stages; denial, anger, bargaining, depression, acceptance and commitment (O'Shea, 2014).

Sources:

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Brown, B. (2018). Braving - The Seven Elements of Trust. <https://daretolead.brenebrown.com/wp-content/uploads/2018/10/BRAVING.pdf>.

Lencioni, P. M. (2010). Five Dysfunctions Products: The Table Group. <https://www.tablegroup.com/books/dysfunctions/>.

Nichols, J., Walsh, S., & Yaylaci, M. (2020). *ADDIE Explained – An Open Educational Resource for the Educational Technology Community*. <http://www.oercommons.org/courses/addie-explained-an-open-educational-resource-for-the-educational-technology-community/view>.

Saks, A. M., & Haccoun, R. R. (2016). *Managing Performance through Training and Development* (Seventh). Nelson Education .

Salama, C., Hafizah Adnan , N., & Davis, R. (2020). *ADDIE Explained – An Open Educational Resource for the Educational Technology Community*. <http://www.oercommons.org/courses/addie-explained-an-open-educational-resource-for-the-educational-technology-community/view>.