



# 4MAT 4Business

## Training Makeover Guide



Learning Goal	Questions to Ponder	Yes	No
<b>Engage</b> Connecting the learner to the content	Did I introduce the training by setting up situations the learner can recognize?		
	Did I begin with situations that build on what the learners already know?		
	Did I set up situations that draw from the learner’s subjective comments and personal experiences about the training to be presented?		
	Did I construct an experiential training situation, ie simulation, where the learners are involved in some event, rather than just reading or listening to information?		
	Did I help the learner to see the patterns emerging in the dialogue?		
<b>Share</b> Teaching the big ideas and topics	Did I think about the material in broad brush strokes?		
	Did I emphasize the underlying concept, as well as, the connected topics?		
	Did I ask the learner to explore the relationships among the topics?		
	Did I keep returning to the main concept as I moved through the training?		
	Did I give the learners the opportunity to synthesize what they already know with the new content being shared?		
<b>Practice</b> Applying the content to the real-world	Did I set up ways in which the learner can learn by doing, such as field-based experience, applications, information searches and role-play?		
	Did I require the learner to test the theories presented in Share?		
	Did I check in to make sure the learner is “getting” the content?		
	Did I create an opportunity for the learner to process the questions emerging around application?		
<b>Perform</b> Real-world transfer	Did I ask “What if?” questions?		
	Did I give many options for the learner to demonstrate mastery?		
	Did I give the learner an opportunity to assess their own performance?		
	Did I create an opportunity for the learner to refine the application, eliminating potential barriers to transfer?		
	Did I gain commitment on application of what was learned?		



## E-Learning Expectations Exercise

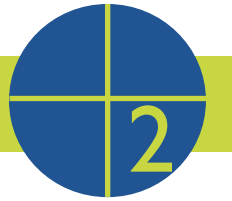
1. Estimate the number of participants in the course. Create a grid with squares to match the approximate number of participants.
2. If you know participant names beforehand, type the names into the grid ahead of time. If names are not available, type a number into each grid.
3. Assign each learner a numbered section of the grid, if names are not available.
4. Instruct participants to use the text or drawing tools in their assigned space to share at least one expectation of the course.
5. Participants should indicate that they are done by clicking “yes” or raising their “hand.”

Expectations			
1	2 <i>deal with conflict</i>	3	4
5 <i>create a win-win</i>	6	7	8
9	10	11	12
13	14	15 <i>save time</i>	16
17	18	19	20

## Timelines

A timeline is a learning tool that encourages the learner to explore their perceptions, experiences and knowledge around the topic being explored. Using a visual timeline, learners plot experiences that have shaped their perception or current understanding of the content being shared.

1. Create a visual timeline. You can do this by taping together paper charts along a wall and drawing a timeline down the horizontal length of the paper.
2. Ask learners to reflect on experiences that have shaped their perceptions and understanding, related to the topic. For example, in a leadership class you might ask, “Think about the people, events and experiences that have defined your definition of effective leadership. On the timeline (in your workbook, on the wall or at your table) make note of what has happened in your life that has shaped your definition of leadership.”



Share the content, what the experts have to say on the subject. Lecture, video, expert presenters, presentations, and research are all appropriate for this part of the learning process. In Share, you provide a meta-view of the content using right-mode strategies. When done well, the learner sees the connections between the overarching concept and topics being presented.

### What happens when Share is missing?

The learning experience lacks structure and meatiness. The learners may question the credibility of the trainer and of the content. The learners may be confused by lots of dialogue and activity with no apparent framework holding it all together. The learners may be entertained, but not educated. The Type Two learners are most dissatisfied.



### Perspective Activity

Depending on your perspective, the view changes. This quick activity is a powerful demonstration of the impact of perspective. You can use this as an Image (step 3 of the 4MAT model) activity for a design that is focused on appreciating different viewpoints, looking at something in a new way or challenging an existing paradigm.

1. Ask learners to point to the ceiling using their index finger. Illustrate this by placing your hand above your head. Ask the learners to draw an imaginary circle on the ceiling, moving in a clockwise fashion.
2. Continue rotating the finger while moving the hand down toward the ground. Continue moving downward until the learner can view their finger rotating from above.
3. Ask, “Which direction is your finger rotating in?” The answer will be “counter clock-wise”.
4. You will get responses such as “how can this be?” Many people will repeat the exercise.

### Questions and Answers

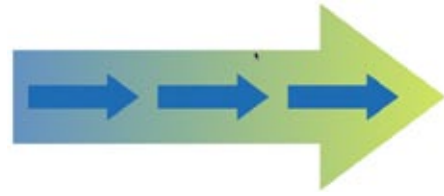
To engage learners before or during lecture, the Questions and Answers framework is useful. In small groups, ask learners to generate key questions related to the content.

1. In pairs, ask learners to generate one or two key questions they would like to explore related to the content.
2. Have pairs combine to create small groups (6 or more). Ask each pair to share their questions.
3. Allow time for small groups to generate possible answers to the questions posed by other team members.
4. Share questions and possible answers in the larger group. This can be recorded on a flip chart for reference throughout the lecture.

This exercise allows you to link the lecture content you will be sharing to the learner’s questions. You can also incorporate the knowledge of the group by tapping in to the “answers” shared.

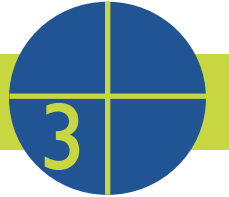
## Visual Metaphors

Oftentimes, learners intuitively understand something before they can fully articulate it. A Visual Metaphor exercise allows learners to process what they already know about a subject. Here's an example of this type of exercise:



1. Draw an image of a large arrow with many small arrows within it on a flip chart paper. The small arrows should be pointed in the same general direction as the larger arrow.
2. Share, "Effective teams have a strong, overall sense of direction. Using the blank arrow found (in your workbook, at the table or on the wall) draw in small arrows that represent the sense of unified direction of your team."

## Practice: How?



Practice the skills and ideas you presented in Share. Hands-on activities such as simulations, role plays, field work, and case studies are taking place in this part of the learning process.

Even with the best delivery of Engage and Share, if there is no opportunity to practice the skill, the likelihood of transfer is slim. The Type Three learners are most dissatisfied.

## Gallery Stroll

Use this exercise when you would like to actively process information or implement practice

A Gallery stroll is an excellent way to get groups moving and processing multiple issues. Using flip charts, write one topic or question on each chart. Allow groups to dialogue on the topic and write their responses. Rotate the groups, until all groups have processed all charts.

1. Determine the issues or topics to be discussed.
2. Write one topic at the top of each flip chart page.
3. Divide the learner evenly between the charts.
4. Ask each group to write their responses on the chart.
5. Rotate the groups to the next chart.
6. Continue until all groups have processed all charts.

<b>topic 1</b>	
_____	_____
_____	_____
_____	_____
_____	_____

<b>topic 2</b>	
_____	_____
_____	_____
_____	_____
_____	_____

<b>topic 3</b>	
_____	_____
_____	_____
_____	_____
_____	_____

## **One Away**

This framework allows groups to generate and share ideas related to application of the content. This works especially well in larger group situations where individual sharing does not work because of time constraints.

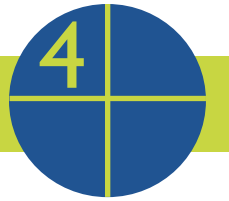
1. Define the focus of the idea generation activity.
2. Allow a specific period of time for small groups to generate ideas or solutions related to the focus.
3. Ask each group to choose their best idea.
4. Send one team member “away” to another group to share the best idea.

## **Synchronous E-learning: Team Application**

This strategy allows the facilitator to review previous content shared and assess the learner’s comfort level.

1. Review the key steps of the process being shared. For example, you might review the four steps to raising performance issues.
2. Choose a learner to complete the first step.
3. Choose a different learner to complete the next step. Continue until all steps are completed.

## Perform: If?



Perform the skills learned. The learners take ownership and determine how to use this information to produce greater results. Refining practice, online portfolios, frontline implementation, and competency assessment all take place in this part of the learning process.

Without an opportunity to refine their practice and put their own spin on the information, the learners are less likely to transfer the learning to the real world. The trainer has no opportunity to evaluate the learners' adaptations of the content. The Type Four learners are most dissatisfied.

### Exit Slips

An exit slip focuses on four dimensions of the learning experience: feelings, ideas, skills and questions. The exit slip mirrors the 4MAT Learning Cycle. You can use these at the end of each day of a learning program. When conducting a multi-day course, you can ask the learners to complete a slip each day. When conducting a multi-day program, consider sharing the results with the learners at the beginning of the next day. You can do this by typing the comments into a powerpoint. Here are a few things you can look for (and share with learners):

1. **I am feeling:** If words like “overwhelmed” or “anxious” show up in the comments, this gives you an opportunity to address these states which hinder learning.
2. **Ideas I value:** Check to see that the big ideas you shared in the design are connecting with the learner. If you see sub-topics or tangent conversations showing up here, you may need to revisit the big ideas.
3. **Skills I need to try:** Here you want to see the learner commenting on applying what they have learned.
4. **Questions I have:** The questions should be appropriate for where the learner is in the Learning Cycle.

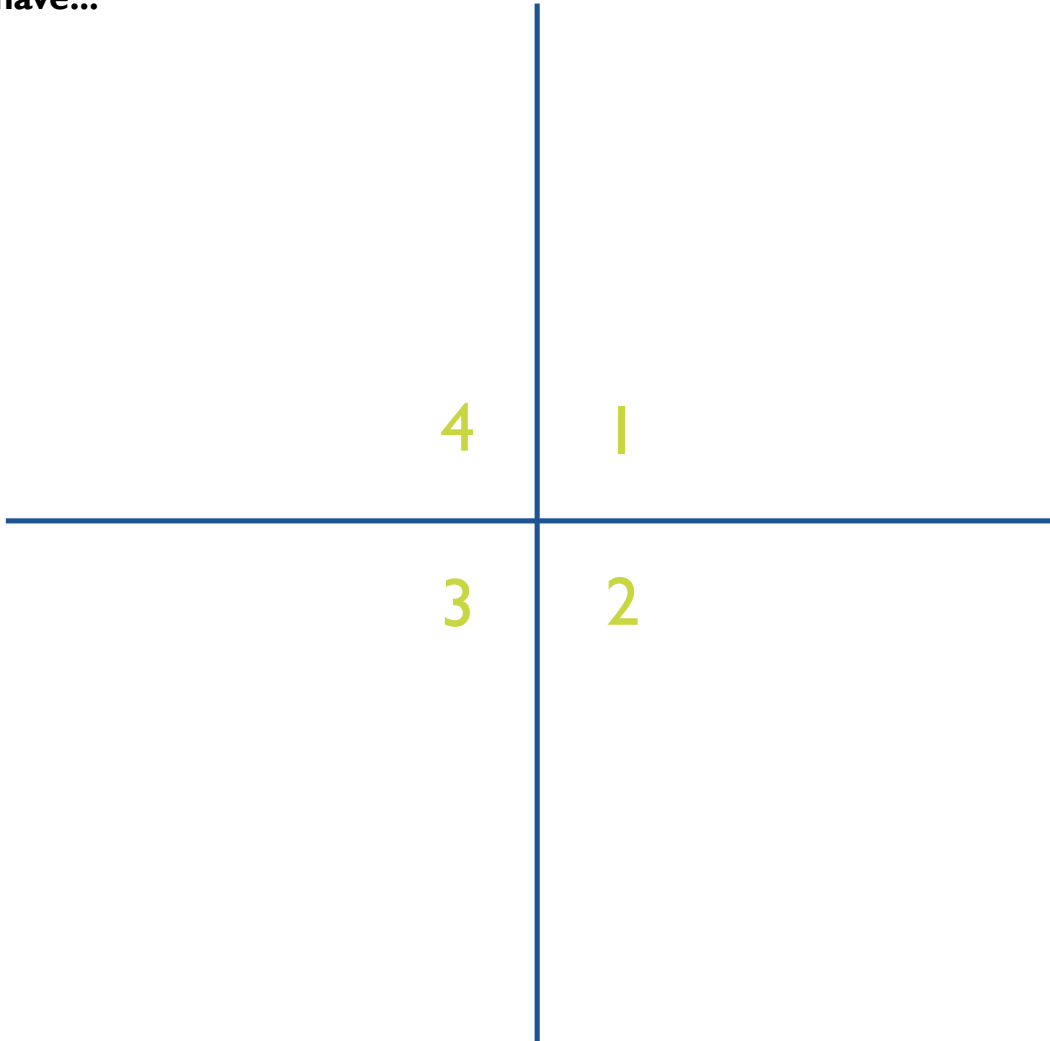
For example, at the end of a course, questions related to how they will adjust to implement what they have learned would be appropriate. Be on the lookout for questions related to confusion around the content learned.

# Exit Slip



**Questions I have...**

**I am feeling...**



**Skills I need to try...**

**Ideas I value that I learned or enhanced today...**

## Rubric

A rubric is a tool that allows the learner to assess their performance or application of the content using a pre-defined set of criteria. To develop a rubric:

1. Define the key dimensions of the performance or application that you will evaluate.
2. For each dimension, define three different levels of performance. Assign a value of 1, 2 and 3 for each level of performance

In the fourth part of the 4MAT Learning Cycle, the learner is evaluating their individual adaptation of the content learned. Here is an example of a rubric for the last two steps of the 4MAT design model:

### **Quadrant Four Right: PERFORM**

**(0)** - Learners report/demonstrate/perform what they have learned.

**(+1)** - Those who receive the report, demonstration or performance report high personal impact.

**(+2)** - Learners integrate the learning through some refocusing application and come up with better, more complicated questions as a result of the learning.

### **Quadrant Four Left: REFINE**

**(0)** - Teachers and learners evaluate the learning application for relevance and originality with the same pre-agreed upon criteria.

**(+1)** - Learners engage in self-evaluation, editing, refining and re-working their application of the learning based on agreed-upon criteria.

**(+2)** - Learners get input from peers, as well as the teacher, as to the impact of their application.

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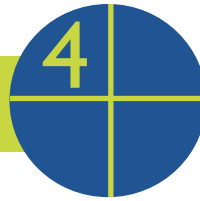
## A Small Paragraph on the Big Idea

Transformative learning design requires more than engaging activities. The best designs drill down to the core issue that manifests the performance gaps you are trying to bridge. It's important to mention where choosing activities comes in to the design process. The steps to designing a 4MAT model are:

1. Define your learner outcomes. What is the core issue?
2. Brainstorm possible your content. What knowledge is needed to bridge the performance gap?
3. Define your concept. What big idea will hold this design together?
4. Brainstorm and select activities. Which activities will best support learning?

Accurately identifying the right learner outcomes and choosing the right concept will have an enormous impact on the success of your design. Think through the outcomes and get to the root issue of the performance gap.

# 4 Ways to Get Started with 4MAT



## 1: Take the Learning Type Measure®.

Over 1 million people have assessed their learning style strengths using the 4MAT Learning Type Measure. Take the assessment online or in printed version.

## 2: Read the book.

### ***Hold On, You Lost Me! Use Learning Styles to Create Training that Sticks***

Co-authored by Bernice McCarthy and Jeanine O’Neill-Blackwell

This book, published by ASTD press, is a handy how-to guide for applying the 8 steps of the 4MAT design model to the content you are teaching.

## 3: Attend the interactive web series.

Learn how to accelerate design while consistently producing highly engaging learning experiences. In 5, 90-minute sessions you will learn how to:

- Focus on 4 key outcomes to produce better learning results while speeding up design time
- Use the Needs Analysis Question Inventory to guide the training request conversation
- Use the Self-Assessment tool to assess your own instructional design on 6 key points
- Design strategies to “push” learning out of the formal environment into the real world
- Apply the 4MAT 8-step training design model to create your own design
- Set up the post-training success measures before you design your course
- Use powerful time-saving steps to cut through the content clutter
- Use the Training Design Kit to create a dynamic opening
- Apply strategies to “push” content into the real world

## 4: Attend the intensive live course.

### **Advanced Instructional Design (2.5 days)**

This highly interactive workshop focuses on hands-on application of the 4MAT instructional design model to real-world content:

- Work with subject-matter-experts to identify how to transfer high-performance behaviors
- Engage all learning styles using the 4MAT 8-step instructional design model
- Gain learner commitment with clear action plans and follow-up strategies
- Design engaging interactive openings that establish personal relevance
- Developing hands-on practice which links to measurable outcomes
- Filter through content to determine essential vs. non-essential
- Choose appropriate image activities to enhance retention
- Accelerate design and deliver measurable learning results
- Link activity choices to clearly defined learning outcomes
- Balance emphasis on right-brain and left-brain processing
- Develop lecture within the limits of human attention
- Refine designs using the 4MAT Scaling Criteria
- Incorporate visual tools to enhance retention
- Assess instructional design on 6 key points
- Structure lecture to work with the brain
- “Chunk” content to maximize learning

See the complete education calendar at [www.4mat4business.com](http://www.4mat4business.com).