PROGRAM DESIGN SCHOOL
After graduating from Indiana University, I traveled to Timbuktu and back. Well, if I am being honest, it’s not quite Timbuktu, but close. I have spoken in 44 states, recruited in Hungary, volunteered in Hawaii, taught in Brazil and have been on stage in front of thousands of people, all with the focus to develop people and build teams and communities.

I consider myself a leadership nerd - a woman on a mission to help people excel at what they do. My forum is the stage, but my focus is super-cognitive skills. I want to support the growth of people by giving them time to think, reflect and gain new knowledge. I love the idea of challenging people and being challenged myself, and I live for the ‘aha’ moment – both yours and mine.

I am a voracious reader, and study how people work and perform best. That is why I created The Leadership and Training Studio.

Erin Fischer
Owner and CEO
WE ARE NOT THE RULE FOLLOWERS; RATHER, WE ARE THE RENEGADES OF THE WORLD WITH A DREAM AND A VISION. WE WANT TO CREATE, GET DIRTY, MAKE MISTAKES, BUILD AND GROW A BUSINESS THAT MAKES AN IMPACT. WE DON’T COLOR IN THE LINES, MUCH LESS STAND IN LINE. WE ARE UP EARLY, STAY AWAKE LATE AND THINK CONSTANTLY ABOUT HOW TO TWEAK THAT FINAL DETAIL SO OUR GUT FEELING, THAT UNIQUE CONCEPT OR OUR GRAND IDEA BECOME A REALITY. THAT IS WHY I CREATED THE LEADERSHIP AND TRAINING STUDIO.
the LEADERSHIP AND TRAINING studio

MANAGE GREAT IDEAS AND SET BOUNDARIES
CREATE A LIST
PORTION YOUR LIST
CREATE TESTS WITH LEARNING METHODS

Program Design School
Part one
"TO LIVE A CREATIVE LIFE, WE MUST LOSE OUR FEAR OF BEING WRONG"

Joseph Chilton Pearce
By the end of this section, you will be able to:

- Create a statement for why writing curriculum is important.
- Complete a Pre-Work Plan for new curriculum.
- Practice the 3, 2, 1 Process for writers.
- Brainstorm a new course.

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**START WITH WHY**

Why is it so important to build curriculum for your organization? What is the overall purpose for training and development?

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**DEFINING CURRICULUM DEVELOPMENT AND ANDRAGOGY**

*Curriculum development is a process.* This process includes exploring topics important to our audiences, researching these subjects, designing learning methods, creating objectives and forming curriculum that matches the need of the learner, all while assessing this work and the value it brings to our audience on a consistent basis.

Malcolm Knowles, an American practitioner and theorist of adult education, defined andragogy as “the art and science of helping adults learn.”
THE PRE-WORK PLAN

<table>
<thead>
<tr>
<th>What is the one course you want or need to develop next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: This will be the course you will focus on during this training.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audience</th>
<th>For example: New members, seniors, chapter presidents, advisors, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>What is the cognitive or super-cognitive knowledge, skill or behavior for your course?</td>
</tr>
<tr>
<td>Focus/Critical skill</td>
<td>What is the specific thing you want your audience to learn or what is the specific angle of this course?</td>
</tr>
<tr>
<td>Time limit/Space limit</td>
<td>Do you have two hours or two days? Do you have room for activities, as well as tables to write?</td>
</tr>
<tr>
<td>Types of activities/learning methods</td>
<td>What is the critical work? Does the space allow participants to move around the room, get into groups, sit in pairs, etc.? Do you need your participants to reflect, read, brainstorm, etc.? Does your audience need to practice a new process, build a community or have a debate?</td>
</tr>
<tr>
<td>Media</td>
<td>Do you want to use Augmented Reality, Power Points, LCD and Screen, YouTube, smart phones, tablets, etc.?</td>
</tr>
<tr>
<td>Finances</td>
<td>How much money do you have to create and deliver this course? Do you need to purchase supplies, print guides or purchase a new book for each participant?</td>
</tr>
<tr>
<td>Other</td>
<td>Note: Consider finances, because sometimes, it means cutting out the design of a guide or printing of materials.</td>
</tr>
</tbody>
</table>
CREATIVE QUESTIONS TO ASK BEFORE WRITING | 3, 2, 1 Process

3 IDEAS
2 LOOK UPS
1 CONNECTION

ACTIVITY INSTRUCTIONS: Tell your partner about the topic you need to write about next. Share your topic and a brief description. Then, ask:

- What are three ideas that come to your mind when I talk about this? Your partner should share a direction, a focus or an angle to consider. Often, his or her response starts with: You know what may be interesting is ...

- What are two things I need to look up regarding this topic? Your partner should share a recommendation on a book, an author, an article or a video. Often, his or her response starts with: The resource I recommend is ...

- What is the one personal connection you have regarding this topic? Your partner should share a recommendation of another person who is doing something similar or who has an interest in this topic, too. Often his or her response starts with: I want to connect you to ...

NOTES FROM BRAINSTORM

IDEAS

LOOK UPS

CONNECTIONS
DEFINITIONS: COGNITIVE VERSUS SUPER-COGNITIVE SKILLS

Cognitive skills are tasks based on a to do list, a checklist, a set of instructions or directions.

Non-cognitive skills or super-cognitive skills are based on a behavior or on an emotional, intellectual or mental dexterity.

“Whether you are facilitating cognitive or super-cognitive skills, identify the knowledge, skill or behavior you are trying to impact.”

Let’s practice:

- Learning ballet steps
  - Cognitive
  - Super-cognitive
  - Combination

- Learning to tie a tie
  - Cognitive
  - Super-cognitive
  - Combination

- Learning to be patient
  - Cognitive
  - Super-cognitive
  - Combination

- Learning to recruit members
  - Cognitive
  - Super-cognitive
  - Combination

- Learning to use Robert’s Rules of Order
  - Cognitive
  - Super-cognitive
  - Combination

- Learning to bounce back from adversity
  - Cognitive
  - Super-cognitive
  - Combination

- Learning to advise students
  - Cognitive
  - Super-cognitive
  - Combination

- Learning to complete paperwork as an advisor
  - Cognitive
  - Super-cognitive
  - Combination

- Learning to manage conflict
  - Cognitive
  - Super-cognitive
  - Combination

CREATE A LIST

By the end of this section, you will be able to:

- Define the term cognitive skill.
- Define the term super-cognitive skill.
- Practice differentiating between cognitive and super-cognitive skills.
- Create instructions for a cognitive course.
- Create instructions for a super-cognitive course.
CREATIVE WRITING TIPS

**Tip 1:**
Creative curriculum writers set boundaries and narrow their focus. Less is more.

**Tip 2:**
Creative writers don’t write in a vacuum. They talk through their ideas with other people. They don’t have to be the experts - just the curriculum writers.

**Tip 3:**
Creative writers get their ideas in the car, the shower, right before they fall asleep and right before they wake up (in their dreams). They write down all their ideas when the moment strikes.

**Tip 4:**
Creative writers don’t write first. They outline, edit their ideas, think about the transitions and honor the audience. Then, they write. Writing is secondary to the discipline of creativity.

**Tip 5:**
Creative writers automate their writing process and utilize creativity to engage the audience. They add creativity to the existing writing process through stories, research, statistics, activities and engaging learning methods.
ADAPTIVE THINKING
ACTIVITY INSTRUCTIONS: Next, create sections for your super-cognitive program based on adaptive thinking. Write down the steps from the earlier activity and add the sections/titles. Number each of your sections.

<table>
<thead>
<tr>
<th>List the steps</th>
<th>Sections/Titles</th>
<th>Learning methods/Job aids</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Section</td>
<td>Section</td>
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<td></td>
<td>Section</td>
<td>Section</td>
</tr>
</tbody>
</table>
CREATE TESTS
WITH LEARNING METHODS

By the end of this section, you will be able to:

- Define knowledge, skill and behavior.
- Practice differentiating between an activity, a job aid and a learning method.
- Identify William Perry’s student learning styles.
- Define andragogy.
- Identify William Knowles’ adult learning styles.
- Create a list of learner considerations.
- Identify learning methods.

DEFINE THE OUTCOME

Knowledge is gaining an understanding of a subject through facts, information or discovery. It is an awareness or familiarity of a subject.

Skill is acquiring the ability to do something well or to have an expertise in a task. It is the ability to execute something or perform it.

Behavior is the ability to conduct oneself based on any particular situation or environment.

“The only way to appropriately impact one of these three things through curriculum is to test the new knowledge, skill or behavior.”
THE DIFFERENCE BETWEEN AN ACTIVITY, A JOB AID AND A LEARNING METHOD

<table>
<thead>
<tr>
<th>Activity</th>
<th>Job Aid</th>
<th>Learning Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A process</strong></td>
<td><strong>A reference</strong></td>
<td>A process that tests the learner's new knowledge, skill or behavior change.</td>
</tr>
<tr>
<td>that helps the group move, play, get to know one another.</td>
<td>that outlines new knowledge, a new process, a model, a framework or tips.</td>
<td></td>
</tr>
</tbody>
</table>

*Most activities become learning methods when they have a test, a reflection or a review.

**ACTIVITY INSTRUCTIONS:** Identify whether each of these, in its raw form, is an activity, a job aid or a learning method. Circle the one you think fits best.

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Activity</th>
<th>Job aid</th>
<th>Learning method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>Activity</td>
<td>Job aid</td>
<td>Learning method</td>
</tr>
<tr>
<td>Skit</td>
<td>Activity</td>
<td>Job aid</td>
<td>Learning method</td>
</tr>
<tr>
<td>Role play</td>
<td>Activity</td>
<td>Job aid</td>
<td>Learning method</td>
</tr>
<tr>
<td>Poem</td>
<td>Activity</td>
<td>Job aid</td>
<td>Learning method</td>
</tr>
<tr>
<td>Debate</td>
<td>Activity</td>
<td>Job aid</td>
<td>Learning method</td>
</tr>
<tr>
<td>Warm-up game</td>
<td>Activity</td>
<td>Job aid</td>
<td>Learning method</td>
</tr>
<tr>
<td>Review game</td>
<td>Activity</td>
<td>Job aid</td>
<td>Learning method</td>
</tr>
<tr>
<td>Diagram</td>
<td>Activity</td>
<td>Job aid</td>
<td>Learning method</td>
</tr>
<tr>
<td>Checklist</td>
<td>Activity</td>
<td>Job aid</td>
<td>Learning method</td>
</tr>
</tbody>
</table>

“REMEMBER, A LEARNING METHOD HAS TO CHECK FOR THE NEW KNOWLEDGE, SKILL OR BEHAVIOR, BUT IT DOES NOT HAVE TO BE ACADEMIC IN EVERY ENDEAVOR. IT CAN BE A DISCUSSION, DEBATE, A PANEL, A CASE STUDY OR AN ACTION PLAN.”
**ACTIVITY INSTRUCTIONS:** In each small group, have one person pick a course description type, and write a course description in three to four sentences. Write a description for the course you are working on currently.

**Course Description**

**WRITE LEARNING OBJECTIVES**

“Your objectives are easy to create because they come directly from the learning methods you choose. You can create a vision, a concept or an overall goal, but your objectives can’t be written until you have your tests in place.”

The format for a learning objective is:

Verb + Noun (Subtract all adjectives) = Learning objectives

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
<th>LEARNING OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATE</td>
<td>A MODEL</td>
<td>Create a marketing model for the chapter.</td>
</tr>
<tr>
<td>MODEL</td>
<td>CONFIDENCE</td>
<td>Model confidence.</td>
</tr>
<tr>
<td>MATCH</td>
<td>THEORIES AND AUTHOR</td>
<td>Match andragogy theories with authors.</td>
</tr>
<tr>
<td>LABEL</td>
<td>VERBS</td>
<td>Label action verbs for learning objectives.</td>
</tr>
<tr>
<td>DEFINE</td>
<td>CONFLICT</td>
<td>Define the four stages of conflict.</td>
</tr>
<tr>
<td>IDENTIFY</td>
<td>REPORT</td>
<td>Identify two ways to report sexual assault.</td>
</tr>
<tr>
<td>Arrange</td>
<td>Debate</td>
<td>Illustrate</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Analyze</td>
<td>Define*</td>
<td>Implement</td>
</tr>
<tr>
<td>Assemble</td>
<td>Demonstrate</td>
<td>Investigate</td>
</tr>
<tr>
<td>Build*</td>
<td>Describe*</td>
<td>Label</td>
</tr>
<tr>
<td>Calculate</td>
<td>Design*</td>
<td>List*</td>
</tr>
<tr>
<td>Classify</td>
<td>Develop</td>
<td>Locate</td>
</tr>
<tr>
<td>Collect</td>
<td>Discover</td>
<td>Measure</td>
</tr>
<tr>
<td>Compare*</td>
<td>Distinguish</td>
<td>Name</td>
</tr>
<tr>
<td>Complete</td>
<td>Estimate</td>
<td>Operate</td>
</tr>
<tr>
<td>Compute</td>
<td>Evaluate*</td>
<td>Order</td>
</tr>
<tr>
<td>Conduct</td>
<td>Examine</td>
<td>Organize</td>
</tr>
<tr>
<td>Construct</td>
<td>Explore</td>
<td>Perform</td>
</tr>
<tr>
<td>Contrast</td>
<td>Formulate</td>
<td>Plan</td>
</tr>
<tr>
<td>Count</td>
<td>Graph*</td>
<td>Practice</td>
</tr>
<tr>
<td>Create</td>
<td>Identify*</td>
<td>Predict</td>
</tr>
</tbody>
</table>
TIPS

1. **Avoid Adjectives**
   - **INCORRECT**
     By the end of the course, participants will be able to:
     - Identify consultants with *good* eye contact.
     - Identify consultants with *appropriate* eye contact.
     - Identify consultants that don’t have *creepy* eye contact.
   - **CORRECT**
     - Identify consultants that make eye contact with 85 percent of the people in the room.
     - Identify consultants that make eye contact with the interviewer three times per answer.

   The exception is if you are going to define the adjective, first. For instance, if you are going to define healthy relationships, authentic confidence, effective consultants or superior chapters, then, you can add an adjective.

2. **Avoid Understanding**
   - **UNDERSTAND**, We can’t determine if you “understand” something, but we can test to see if you can name, record, chart, write or estimate it.

   How do you know if you picked the right verb?
   - Can I create a test to check it?
   - Is it based on something measurable or is there a rubric?

3. **Don’t Double Up**
   Each verb and noun combination deserves its own line.

   - **INCORRECT**
     By the end of the course, participants will be able to:
     - Create a marketing model and define why marketing models have value in the workforce.
   - **CORRECT**
     By the end of the course, participants will be able to:
     - Create a marketing model.
     - Define why marketing models have value in the workforce.
**COGNITIVE EXAMPLE: Bake a Cake**

<table>
<thead>
<tr>
<th>List the steps</th>
<th>Sections/Titles</th>
<th>Learning methods/Job aids</th>
</tr>
</thead>
</table>
| • Get recipe from **recipe box.**  
• Check pantry for **ingredients.**  
• Shop for missing items. | **Section 1**  
• Prep wok  
• Three steps | **Section 1**  
List making: Have participants make a shopping list and check it against the recipe. |
| • Lay out all the ingredients on the table.  
• Lay out the bowls, utensils and baking pan.  
• Preheat the oven.  
• Mix the ingredients **according to the box.**  
• Bake the cake in the oven, according to the **box.**  
• Check to see if the cake is done before pulling it out of the oven.  
• Let the cake cool **for 20 minutes.**  
• Ice the cake. | **Section 2**  
• It’s time to bake  
• Eight steps | **Section 2**  
Simulation: Gather and mix ingredients.  
Peer teaching or role play: Students tell a peer the eight steps to making a cake in order.  
Job aid: List of ingredients. Tips on the right baking temperature for different altitudes.  
Application: Bake the cake. |
| • Serve the cake  
• Get feedback  
• Do the dishes | **Section 3**  
• It’s time to share  
• Three steps | **Section 3**  
Filed observation or blog: Students write down the feedback they received from those they serve the cake to. |
### COGNITIVE EXAMPLE: Adaptive Thinking

<table>
<thead>
<tr>
<th>List the steps</th>
<th>Sections/Titles</th>
<th>Learning methods/Job aids</th>
</tr>
</thead>
</table>
| • Determine why adaptive thinking is important personally and professionally.  
• Define adapting thinking. | **Section 1**  
- Set the stage  
- Two steps | **Section 1**  
Job aid: Definition of adaptive thinking.  
Pair and share: Share reason why adaptive thinking is important personally and professionally. |
| • Discuss times when you used adaptive thinking in the past.  
• Describe times when you think your employer will need you to have adaptive thinking.  
• Show research about adaptive thinking.  
• Show examples of adaptive thinking from case studies from business owners.  
• Create a model for being an adaptive thinker. | **Section 2**  
- A critical skill for all of us  
- Five steps | **Section 2**  
Interview: Participants interview one another with questions like, “Tell me about a time you had to use adaptive thinking.”  
Case study: Four cases. Participants determine if the people in case used adaptive thinking based on model.  
Job aid: Research on adaptive thinking.  
Job aid: Model for adaptive thinking (participants take notes from facilitator and insert descriptions in model). |
| • Practice adaptive thinking.  
• Show tips on how to be an adaptive thinker. | **Section 3**  
- Put it into practice  
- Two steps | **Section 3**  
Competition: Have participants practice using adaptive thinking on current, hot topic (give a score sheet).  
Job aid: Final tips |
## WRITING MODEL

<table>
<thead>
<tr>
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<td>Section</td>
<td>Section</td>
</tr>
</tbody>
</table>
Participant Name

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317.985.7472  erin@theleadershipandtrainingstudio.com

LEADERSHIP AND TRAINING AT ITS FINEST.
www.theleadershipandtrainingstudio.com