Now What?: Examining and Integrating Learning from the AFA Annual Meeting

James Crawford
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Technical Difficulties?

• Attempt the alternate audio option provided

• Send us a question through the GoToWebinar control panel

• Contact GoToWebinar Support Center at (888)259-8414
Today’s agenda

• Introduction of material
• Expectation understanding
• Framework introductions

• Brainstorm/mind-mapping activity sample
• Practice in application
• Revisit any material and discussion
3 Questions...

In the chat function...

• Where do you work? Campus I/HQ? Vendor? Other?

• Please comment what made you want to dedicate time to today’s webinar?
  • Examples:
    • Are you stuck in a planning stage from #AFAAM?
    • Are you having trouble creating buy-in regarding your most recent “big idea” or a session you attended?
    • Just curious? Someone made you sign up for it? Need something “productive” to do before break?

• What are 3 things you hope to get out of the webinar today?
  • At the end of this webinar, what do you hope I have covered or you have accomplished?
Supplemental Expectations

In addition to what you listed in the chat function...

• My goals:
  • Explore versatility in solution-oriented learning.
  • Provide professional staff the space to develop some goals
  • Introduce job aids and resources that support alignment to AFA Competencies.
  • You potentially leave this webinar with more questions than answers.

• Structure
  • HIIT for your brain.
  • Info on slides for your benefit
  • Introduction of material, thoughts/questions, connections, and moving-on.

• “Generalities”
  • Not everything is going to be perfect fit for everything you encounter.
  • Applicability relative to individuals present on today’s webinar.

• Communication in the chat function.
Exploration of Adult Learning- Theories, etc.

- Malcolm Knowles (1975)

- Urie Bronfenbrenner’s Ecological Systems Theory (1979)
  - Scaffolded environments that envelope an individual, ultimately influencing their learning and development.
    - Intersection of identity and the environment and systems/structures.
    - Chronosystem, Macrosystem, Exosystem, Mesosystem, Microsystem, [Techno-subsystem], Individual

- Edgar Dale’s Cone of Experience (1969)
  - Examination of retention, methods of learning, and material.

- 70-20-10 “rule”
  - Average learning in the workplace is 70% trying (and likely failing), 20% mentorship/word-of-mouth, and 10% in manuals/binders or resource materials.
Exploration of adult learning

E. Dale’s Cone of Experience

Instructional Systems Design Models

A.D.D.I.E.

• Analysis, Design, Development, Implementation, Evaluation
• “Static” in nature. Also considered “waterfall”—flows one way due to a linear approach.
• On average, you might already be doing a version of this for most of your work/programs.

S.A.M.

• Successive Approximation Model
• Dynamic and cyclical in nature. Continually designing, prototyping, field testing, evaluating, and then adjusting on the fly.
• Where failure isn’t an option, less likely to be applied. Could exist currently in some finite circumstances.
A.D.D.I.E
Center for Educational Technology at Florida State University

- ADDIE model created for the U.S. Army and adapted by all U.S. Armed Forces. Branson, Rayner, Cox, Furman, King, Hannum, 1975; Watson, 1981
Ultimately, whatever we are designing, advising, creating, training...What are our KSAOs...how would you categorize it?

- Is it providing new **knowledge** or information?
- Is it some sort of **skill** that enhances output or competency?
- What **abilities** are we giving these individuals?
- What other **characteristics** exist?

**And...how do you measure it?**

*How do you know growth/development/learning has occurred?*
Pause.

What questions do you have?
Reflection Activity

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Abstract

Each year, the AFA Annual Meeting (#AFAAM) provides a curated learning experience to foster professional development and community among the association's membership. Whether it is through re-igniting one's passion for fraternity/sorority, developing or strengthening connections with colleagues, or attending a multitude of educational tracks — there's an incredible opportunity to enhance each members' learning and professional growth.

Many find themselves leaving the conference with a renewed sense of purpose along with some new ideas for making an impact in their work. For some, the return to work can be quite an overwhelming one. Instead of being met with enthusiasm, new initiatives might encounter numerous barriers ranging from workplace politics and differing philosophies to resource scarcity and an overflowing email inbox. Each can serve as a speed bump that can inhibit, or even halt, implementation and integration of learning from the #AFAAM.

This AdvanceU webinar strives to provide participants the time, space, and place to reflect on their #AFAAM experience and to begin taking that first step of integrating their learning into practice. Participants should anticipate reflecting on learning from the #AFAAM, an introduction to models of systems thinking, participate in a guided action planning activity, and explore future implications for conference learning.

Program Session Recall

<table>
<thead>
<tr>
<th>What session did you learn the most at?</th>
<th>Why?</th>
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<tbody>
<tr>
<td>(Title. Name of Presenter. etc.)</td>
<td>What about the session most resonated with you? Was it the content? The potential impact? Ease of application to your work?</td>
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# Reflection Activity

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<tr>
<th>Analysis</th>
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<tbody>
<tr>
<td><strong>Vacuum Review</strong></td>
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<tr>
<td>What factors contributed to the presenter’s success? Was there something in their environment that was conducive to learning? In a perfect world, what would need to exist in order for this to be replicated where you work?</td>
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<thead>
<tr>
<th>Stakeholder Identification</th>
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<tr>
<td>Who would need to be a part of this? What buy-in do you need to make this happen? What stage of the process do they need to be involved? (i.e., should they be a part of it early on to feel like they have authorship of this idea or included before it’s launch?)</td>
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<tr>
<td>James Crawford, Assistant Director for Staff Development — University of Georgia</td>
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<tr>
<td><a href="mailto:j.crawford@uga.edu">j.crawford@uga.edu</a></td>
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<th>Analysis (continued)</th>
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<tr>
<td><strong>Resource Allocation</strong></td>
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<td>What resources would be needed to ensure this is successful? Money? Time? Technology? Training materials? Webinars? Experience?</td>
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<th>Barrier Identification</th>
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<td>What would impede progress? What challenges exist? Any opportunities exist because of these barriers?</td>
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Reflection Activity

- “OKR” = Objectives and Key Results
- Simplified goal setting and mission development.
- “I will [Objective] as measured by [Key Results]”

Objective should motivate and challenge
Key Results should at least have 2-5 measurable items to determine progress towards objective.

Example:
Objective- Alumni will be engaged for a lifetime.
Key Results-
- We will see an increase in local/(inter)national volunteering
- Membership will identify their organization as a key component to feeling community after graduation by X%.
Pause.

What questions do you have?
Looking to the future...
Guided goal setting brainstorming

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**Goal Setting Activity**

1. Dream. - Fast forward to this time next year. What do you hope to have accomplished? It could be related to one idea from the #AFAAM or perhaps all of the things you want to accomplish in your current position or role. In this timed activity, you will have 3 minutes (per square) to jot down all that you would like to accomplish in the next two, four, six, and twelve months. Don’t worry about specifics or even barriers right now. We’ll get to those. Write as many as time will allow, making sure to have a minimum of two per box.

**TWO MONTHS**

**FOUR MONTHS**

**SIX MONTHS**

**TWELVE MONTHS**

Reflection activity adapted from Passion Planner’s “My Passion Roadmap” for Association of Fraternity/Sorority Advisors “Advance U” Webinar by James Crawford
Looking to the future...
Guided goal setting brainstorming

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2. Goal Identification
You will have 2 minutes for this activity. Review each of the four sections in Step 1. When the clock starts, circle one thing that you hope to accomplish from each of the four sections. You will have four circles in total. Write that circled item in the spaces below:

TWO MONTHS

SIX MONTHS

FOUR MONTHS

TWELVE MONTHS

3. Primary Goal
You will have 1 minute for this activity. Of the four boxes to the left, select the one you want to accomplish the most. This will be your top goal. If you’re stuck deciding, which one most excites you? Inspires you about your work? Write it in the box below.

TOP GOAL

4. Elevator Pitch
You will have 1 minute for this section. In the space below, write down your “why” behind your top goal. Your one or two sentence “elevator pitch” for this idea. What about this goal inspires you? Why did you choose this one over the others? Knowing your “why” will help you as you start to build your “how” and “what”.

WHY?

5. Stakeholders
You will have 30 seconds for this section. In the space below, write down everyone that immediately comes to mind who might have some stake in this idea or goal. Is it coworkers? Students? Alumni? Parents of students? Who all will be impacted or might even be a speedbump to this idea’s progress?

WHO?
Looking to the Future...

Guided goal setting brainstorming

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6. **Focus In**  
You will have 5 minutes for this activity. In the box below, write the top goal you chose on the previous page. Surrounding that goal, list all of the steps, tasks, metrics that will need to occur in order for you to feel like progress was made towards completing that goal.

7. **Timing is Everything.**  
Return to the spot above and write in the amount of time needed to accomplish each task. Does one take about 10 minutes? One hour? Four days? Once you have done that proceed to the remaining step.

8. **It’s a Date!**  
Now that you know how much time is needed for each step, assign dates that you would like to accomplish each of these ranging from one year out to today. Be realistic and honest with yourself. Once you get back to your daily routine, there will be all kinds of things that might slow down these dates.

Reflection activity adapted from Passion Planner’s “My Passion Roadmap” for Association of Fraternity/Sorority Advisors’ “Advance U” webinar by James Crawford
Sources/References:


- Cone of Experience

- ADDIE Model
  - Center for Educational Technology at Florida State University (1975)

- SAM Model
Questions & Answers