

## M4 Training Script:

### *Unified Communications for ABC Co. – Why, What, and How to Improve Your Contribution*

<b>Time:</b>	3.5 Days (based on 6 learning hours/day)
<b>Equipment:</b>	Training PPT, Computer, web browser and internet access
<b>Instructor Notes:</b>	Limit classes to 10 max participants
<b>Objective:</b>	

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## Module – Growth Mindset

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### Overview

<b>Time:</b>	.5 day
<b>Equipment:</b>	Training PPT, Computer, web browser and internet access
<b>Instructor Notes:</b>	

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### Pre Instructional Activities

*“Ready” the learner for new content. How does this initiative fit with the goals of the team?*

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### Learning Objectives

*Given the methodology described below, students will demonstrate a beginning level understanding of:*

1. A Growth Mindset – our ability to consciously direct our brain;
  2. How our brain makes decisions;
  3. Ways to consciously harness, interpret and apply information.
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### Introduction

**Objective:** \*\*\*What are you going to GET out of sitting through this class?

A main driver of this training is its focus on How we learn and make decisions, not just What is taught. With major neuroscience advancements (brain study) over even the last decade, we believe an understanding of how your brain perceives data is an important as the business-processes-type data we will present.

We will start with a small quiz about how we perceive learning. Your answers will be anonymous. I will announce the cumulative class score. Read the questions carefully as only a few words change in some questions which may alter your response. Go with your gut instinct in answering. You will not be judged as right or wrong.

## Pre-Test

### **Administer Growth Mindset Test**

I will share the test results in a few moments. As we discuss the following modules, the reasons for asking the questions will often become self evident. If they are not evident, please let me know so that I can clarify.

As I mentioned, we will speak quite a bit about the brain today. To reiterate the purpose: *With this insight you will be better armed to more consciously harness, interpret and apply information as you see fit.*

While making us more intelligent, new data and experiences can be scary. (and create what we will discuss in our next module as an “away state”) As your group has been specifically nominated for this class due to your experience and position, things like this may not be as difficult for you.

However, understanding how we perceive and process new inputs can provide us more control in our understanding and response.

## Topic: Neuroplasticity

Our first Brain Topic is a concept called Neuroplasticity. Has anyone heard of this? Thoughts?

Defined by Wikipedia: *Changes in neural pathways and synapses which are due to changes in behavior, environment and neural processes, as well as changes resulting from bodily injury.*

## VIDEO:

Let's watch this video for a small overview of the concept:

Neuroplasticity: <https://www.youtube.com/watch?v=ELpfYCZa87g>

## Discussion

What are your initial thoughts about this concept?

\*Reward the first or best response.

In summary, we can rewire our brain, carve new pathways with repeated and direct attention.

So with that in mind....

Topic:  
Growth Mindset

I would like to introduce Dr. Carol Dweck. As a Stanford professor and PhD, she is the most recognized psychologist on one application of Neuroplasticity called The Growth Mindset. (Show Picture of Book)

As she interprets Neuroplasticity, she states,

“Intelligence or personality is something you can develop as opposed to something that is a fixed, deep seated trait.”

Quite the opposite of what we have been told for years, “You can’t teach old dog new tricks.”

A Stanford researcher gave it what I feel is a more compelling name, The Effort Effect. I like this more practical definition: 1) Effort, as this really defines one of the main attributes of Growth; and, Effect: because her research highlights common traits or thoughts from people with each perspective (growth or fixed). It’s not about trying harder to get a desired result – it is also about the resulting character traits and Perception of Information.

**Part of how we learn is based on how we perceive the information presented to us.**

VIDEO:

This Video summarizes some of the top Effects the research proves out.

<https://www.youtube.com/watch?v=o8JycfeoVzg>

Any initial thoughts?

You may believe this sounds more like a “think and grow rich” scheme. Does anyone else have this perception?

I have read the book and several other that have quoted her research. Key word here is research. As a senior professor at Stanford University, she has made this research her life’s work. In fact, some of her articles are the most quoted in psychology literature.

Here’s an example of her research. Let’s see what you think:

Dweck did a study with kids in a junior high school. They were separated into two groups: First Group was taught: you can be smarter, effort is key. The Second Group was given the same amount of attention but were simply taught better study skills. The Teachers were not aware of what students were in which group. Here are some of the teacher’s responses after the kids went through the program: (In Presentation)

**SHOW:** Chart on Growth Mindset:

On Section on Criticism: **Point out** the point of the study is not just “try harder” (the Affect); it is also the snowballing Effects:

1. Frequently Blame someone/something
2. Constantly must prove or validate yourself

Note, MOST of us are inclined to have a fixed mindset – as Dweck points out, it is part of our culture, how we were raised (ie. IQ scores define all). For most, criticism, setbacks and struggle are threatening.

Methodology for Change: 1) recognition; 2) pushing for thoughts like, “What are the opportunities for learning and growth today?”

Post-Test

Administer the Post Growth Mindset Quiz

Announce the increase in GM response.

Label the class: You are ready to put forth the effort to learn new things, recover from obstacles and take responsibility for your success.

Transition

Now that we have a direction towards the right mindset, we are going to take a closer look at this malleable tool we have for learning, the brain, to understand how it operates and how we can consciously get more out of it.

VIDEO

Video Brain Limitations: <http://youtu.be/9BdzhWdVaX0>

Kahneman Summary Video: <https://www.youtube.com/watch?v=JiTz2i4VHFw>

Emotion Video Brain Sections: <http://vimeo.com/6641502>

## Module – Mental Biases

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### Overview

<b>Time:</b>	.5 days
<b>Equipment:</b>	Training PPT, Computer, web browser and internet access
<b>Instructor Notes:</b>	

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### Pre Instructional Activities

*“Ready” the learner for new content. How does this initiative fit with the goals of the team?*

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*After this module, students will be able to:*

### Learning Objectives

1. Understand energy requirements of new vs. routine activities;
  2. Identify cognitive biases and how they impact decisions;
  3. Acknowledge fast vs. slow thinking and the effects on decision making.
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### Introduction

We introduced the class by addressing the science and research around our ability to consciously direct our brain. In this next module, this concept of control becomes even more of a challenge.

### Topic Mental Bias

As the video summarized, though our brain is able to take in massive amounts of data, processing and focusing on specific pieces is difficult. As a result, we inadvertently miss, or misinterpret data that could be beneficial to making decisions, improving our job, our family, etc.

Let me now introduce Daniel Kahneman, who won a Nobel Prize in economics for his lifelong research on how our brain, our perceptions of the world and therefore our decisions, are based as much on the subconscious brain as the logical, conscious part of the brain. He won the Nobel prize in Economics as he applied these psychological discoveries to interpreting how we make economic decisions. ie. Which cereal to buy.

Kahneman illustrates his findings by describing the brain in two parts. Not the left vs. right; but, Fast and Slow. When deciphering information, your brain draws from these two interconnected areas – a little similar to conscious and unconscious.

Let's look at this video to show us some examples of this imbalance. In the video, the narrator describes the fast brain as Brain 1 and the slow part of the brain, the conscious as Brain 2.:

Video

VIDEO: <https://www.youtube.com/watch?v=JiTz2i4VHFw>

So, now that we've all seen the video – we got it. You have probably seen a couple of those examples before. So, we know what to look for, right? (And by the way, these biases aren't your fault...blame it on the brain. Note reference to blame as discussed in Growth Mindset)

Let's test you out. I am going to show a video of a group of people passing basketballs. Your job is to count the number of times the ball is passed between those with White shirts. One gender usually does a little better on this. Let's see how well you do:

Video

Ball Pass Video: [http://youtu.be/IGQmdoK\\_ZfY](http://youtu.be/IGQmdoK_ZfY)

Ask for the answers. Did anyone see anything unusual about the video?

Explain how the gorilla passed through. There is no "gender" specialty here – that was me priming you to focus on the ball counting. About half the people see the gorilla and half do not. And do not get arrogant if you Did see the gorilla. There are so many instances in our daily lives where we do not take in everything there is to see because our brain is focused, primed or "set" one way or the other. Or slow, conscious brain can only do so much.

I like this iceberg picture as a representation of the conscious (slow) and unconscious (fast) brain.

For so many years we were taught that as “such an advanced species,” our conscious brain Ruled All. If we just Thought about it, we were rational, smart individuals. (Until Kahneman, The entire field of economics was based on the idea that we always make rational decisions) Not only has science found this incorrect – that we are pulled more by our unconscious brain; but, it has gave us false sense of security – of rightness. We thought, therefore, we were right! We did not know to question our fast brain and check all the options or ask for additional information or try to see things a new way.

Let’s do another quick experiment to show how strong the subconscious brain is on even the smallest tasks

*Get students to position their chairs where they can stick out their dominate leg. Show how it is done. Make a note that if anyone is not physically able to do so, not to try.*

While seated in a chair, extend your dominant leg and make small clockwise circles with the foot. While continuing to perform this motion, with your dominant hand, draw the number 6 in the air with your index finger.

What happened when you tried to draw the number 6? (For most people, either their foot freezes or reverses directions while the hand is able to complete the task.)

Why the confusion? Drawing the number 6 is a learned behavior that you can do automatically while making circles with your foot requires conscious thought and energy.

This explains why it’s often difficult to pick up a new habit or learn a new behavior. **Until the behavior can become automatic, it requires a lot more mental energy. The brain is actually wired to conserve energy; so, we will rarely feel inclined to do something that takes “more initial effort.”**

**SHOW** PIC OF ICEBERG

Here is a “fun fact”: The human brain only weighs about 3 pounds; however, it uses [20 percent of all the body’s energy](#). They way to make a behavior automatic is through practice and repetition.

Let’s look at one of my favorite mental biases: The Status Quo Bias.

I’ll allow our friends at Cardiff University explain this theory and share their testing:

VIDEO: [Video Status Quo Bias: https://www.youtube.com/watch?v=BQsdHJWWafM](https://www.youtube.com/watch?v=BQsdHJWWafM)

**SHOW:** Definition of the Status Quo Bias:

Wikipedia: a preference for the current state of affairs. The current baseline (or status quo) is taken as a reference point, and any change from that baseline is perceived as a loss.

This interacts with another bias Loss Aversion: **loss aversion** refers to people's tendency to strongly prefer avoiding losses to acquiring gains. Some studies suggest that losses are twice as powerful, psychologically, as gains

Who can share some examples of when they have experienced or seen the status quo effect? Any from the workplace?

\*\*Reward Answers

Here's the catch about these brain hiccups – they Feel correct. What does that mean exactly – decisions and perceptions in our brain are not tangible...it is an emotional feeling. And the REASON why it feels correct is often because we processed the information in a way that seemed rational. We assume we are using the Slow, calculated part of our brain when many decisions are made with the Fast, emotional part of the brain. Additionally, there is usually nothing there to “check” the slow brain. No one pulls back the curtain to see that Oz is actually the one pulling the handles. In real life, No one replays the video to show us the gorilla. Our brain doesn't constantly contradict itself – that would be time consuming and use too much energy. And as we discussed, our brains constantly want to preserve energy resources.

So, How do we Protect Ourselves?

**1) Be Aware**

Knowing that we are prone and DO make these errors daily is a big part of the battle. You now know what to watch out for.

**2) Try to Slow down your thinking.**

Especially for important decisions or projects. The Fast part of your brain will always give you an answer that “feels” right. I mean, how many times did you come up with an opinion and then said, “No, that opinion doesn't feel right to me. I better rethink that.” I bet not very often.

**3) When making decisions or sorting through information, try to prove yourself wrong.** It's hard work; but, it will force your Slow brain to take control (like counting the number of throws) and zoom in on the data, not your “gut reaction.”