Social Cognitive Theory Lesson Plan

Intended Outcome: Improved Self-Efficacy via modeling: Half day exercise to demonstrate willingness to 'own result' rather than the means to get to the result.		
Instructional Event	Medium for Instruction	Class or Training Activity
1. Gaining Attention	Peer introduction. Strategies used will be questioning and dialog, reflection and peer modeling. (Taba, Brookfield, Bandura)	Pair off the class participants. Have them interview each other to discover enough personal background about the other to have each person introduce their partner to the group.
2. Informing learner of the objective	Trainer communication Paradigm exercise Group discussion Strategies used include Dialog, questioning, reflection, construction of meaning, and teacher modeling. (Taba, Brookfield, Bredo, Bandura)	Trainer communicates envisioned result of workshop. This workshop is designed to help the participants gain self-efficacy to be able to work within a team to fulfill a stated result. To gain self-efficacy, participants will learn to let go of their personal road maps to a specified result and embrace a collaborate approach where each participant has ownership of the result rather than the means to get there. The outcome will be participants who are effective in working in teams to solve complex problems without letting personal motivations block the path to discovery and success. Set's ground rules. Individuals work through paradigm exercise, share with group. Paradigm exercise is where the small groups take the assumptions that I have presented necessary for the envisioned result and discuss/debate the assumptions to build an understanding of what is necessary to create ownership of result. Come back to group, debrief, and discuss discoveries. Participant will show proficiency through actions in workshop.
3. Simulate recall of prior learning	Trainer models the willingness to own result via story with participant dialog and questioning Modeling, dialog, questioning, and story telling are the strategies used in this exercise. (Bandura, Brookfield, Taba)	Trainer will model process of owning result via a similar situation story about a circumstance where he was able to give up his ownership for his idea to achieve the best result. Trainer opens discussion about what students observed in story.

4. Present distinctive stimulus features	Set up exercise using case study attached for small groups to work through that demonstrate outcome of workshop. Explain how the exercise works Team building, modeling, and collaborative learning are important strategies. (Kagan, Knowles, Bandura, Vygotsky)	Case study exercise attached is outlined to the participants and provided in a handout format. Participants are sorted into groups of 5 based on the line-up exercise with participant experience in problem solving as the foundation for the line-up. Ask each participant how many years of experience in problem solving in a team setting they have as the basis of the line up.
5. Provide learning guidance	A written guideline for workshop with models for understanding the need to drive improvement into process and for making decisions. Modeling and models are the strategies used. (Bandura, Knowles, Daloz, Taba)	Introduce: ♦ Rules of engagement how we are going to treat each other during the workshop ♦ Questioning guidelines on how to ask questions and why to use different questions using the Taba model ♦ Managing expectations model where we help learners learn how to make agreements that have a strong foundation of understanding ♦ Value target model where we will discuss with learners the importance of removing roadblocks and adding resources to their process to drive behavior towards creating the envisioned result. This is a quality foundation model that is critical to understand so that learners will start to understand there is no limit to their ability to make improvements to what they do. ♦ Trainer provides content expertise (coaching), direction, facilitation, questions, and dialog at each point in the workshop and models process of growing, changing, making agreements, driving to target, and owning the result.
6. Elicit performance	Experiential exercises and dialog with reflection & discussion During the exercise, participants use dialog, models, questioning, problem solving, decision-making, brainstorming techniques, negotiation and peer models to gain efficacy in the process. (Taba, Brookfield, Bredo, Gagne, Bandura)	Participants work through the case study exercise with the intent of coming to an agreement that is a blend of all of their points of view without the agreement reflecting a single point of view. If participants can put their personal agendas aside for the good of the group, the performance desired will have been demonstrated. Each participant is given a point of view of how to achieve a solution with the result defined for the groups. Each individual is instructed to believe strongly in their personal solution to achieve the result. Once they bring all of these divergent agendas together and work through the case study, an integrated solution is the desired outcome.
7. Provide feedback and more practice	Dialog with reflection & discussion after exercise Critical reflection, dialog, peer modeling, and teacher modeling and coaching are strategies used. (Brookfield, Bandura, Daloz)	After the exercise, each group presents its solution to fulfill the result defined. Group appoints a spokesperson to describe the process and the learning during the process. After each group presents, individuals are instructed to invest 30 minutes in personal reflection and journal their feeling, insights, and learning. Again, encourage group sharing of insights.

8. Assess learner performance	Journals are presented to trainer to be reviewed for participant learning. Models, modeling, critical reflection, peer models, and assessment are the strategies used. (Bandura, Brookfield, Knowles, Gagne, Mezirow)	The trainer will review in detail the journals. Key wins, learning, ah ha's, and gaps are noted and consolidated into a set of results that will be provided back to the participants in the form of a written report, segmenting the results into above categories. Individual comments will also be presented to each learner based on journal insights and their team outcome. Learning is not an absolute in this training. I am looking for an indication of movement towards owning the result. Each group presentation will provide evidence of the teams ability to embrace the intent of the workshop. This team outcome combined with the journals of the individuals within the teams will provide more evidence of individual learning and movement toward the envisioned result. Models will be reintroduced as well to reinforce the learning gained during the exercise.
9. Provide retention and transfer	After one week, group will reconvene and discuss how efficacy has been improved through application of learning and if learners can self direct their application of concepts into the future.	Participants are instructed to use the learning from this exercise to more effectively produce within a team setting results that the team is instructed to achieve. By using the learning in actual settings, participants are demonstrating self-efficacy in the performance of working towards the ownership of the result, rather than the means to get there. (Bandura)

Envisioned Result of Workshop

This workshop is designed to help the participants gain self-efficacy to be able to work within a team to fulfill a stated result. To gain self-efficacy, participants will learn to let go of their personal road maps to a specified result and embrace a collaborate approach where each participant has ownership of the result rather than the means to get there. The outcome will be participants who are effective in working in teams to solve complex problems without letting personal motivations block the path to discovery and success.

Ground Rules and Assumptions for workshop

- A logical argument can be developed for <u>any</u> conclusion. To change the conclusion, the underlying assumptions change.
- If we have a desired result, there are not only components necessary to get that result, (the content) there is a process or road map (the context) in which those components must be executed to get the desired result. (Chemistry)

  For example: In chemistry, if you have a desired result, it is not enough to define the chemicals (content). The order, amounts and the way those chemicals are combined as well as the environment for reaction (context) are critical to define if you hope to create the desired result.
- In this process, we clearly state a desired result.
- Everyone in this room is highly dedicated, highly intelligent and is investing at least 110% to gain the full benefits from this workshop.
- Confrontation is healthy if based on:

Accepting someone's point of view does not mean you agree with him or her. It means you allow the space for differences. People have different points of view because they base their opinions on different sets of assumptions. A point of view is not good or bad, just different. Healthy confrontation, therefore, states "I accept your point of view. I have a different point of view." Arguments occur when I say you are wrong.

- "If you always do what you have always done, you will always get what you always got." *Larry Wilson* To expect a different result from the same behavior is a good definition of insanity.
- I cannot change your beliefs or attitudes. I will not tell you that your beliefs will positively or negatively affect the desired result you envision. What I will tell you is your expressed behaviors have a profound affect on the desired result you envision.
- You are totally responsible for the affects of your behaviors on those around you and totally accountable to those around you for the affects of your behavior.
- "What you are speaks so loudly I can't hear what you say." *Emerson* "You can't give away what you don't own anymore than you can come from where you haven't been." *Larry Wilson* You must model the behaviors discussed or the envisioned results "will not" materialize.
- Ninety percent of organizations that introduce a new process fail in that introduction. They introduce new processes, teams, education, and knowledge. They do not make the personal changes in behavior necessary to model the work environment (results) they envision. They implement the new process with the same style that they used in the past, i.e., same behaviors expecting new results (insane).
- If we model the behaviors (road map) defined in this process, we will build the self-esteem of our team members. As self-esteem is re-enforced, personal, team and organizational productivity will increase. The higher the individual self-esteem, the stronger the ego. The stronger the ego, the more comfortable one is accepting opposing points of view. The more comfortable accepting opposing points of view, the better the relationships and understanding. The better the relationships and understanding, the better the organization is able to create the results envisioned.
- The chain of events (the reaction) in this process does not happen in a vacuum, it is totally dependent on the type of relationships we develop. You have the choice to be a buffer to the process or a catalyst.
- In statistical process control, we improve value by removing the variability in the process. We define what we want (the value targets) then introduce a process to start eliminating those things keeping us from hitting those targets (road blocks) or we introduce resources to help us hit the targets (i.e., training, practice, etc.). We must provide consistency to improve value. If we define our mission, values (unifying principles), vision and key management issues (value targets) and then remove roadblocks and/or add results to help us bring our performance (behavior) in line with the mission, values, vision, value targets, we build integrity into the organization. Integrity is defined simply as walking your talk. People are attracted to people and organizations with high integrity.
- Movement, not an absolute shift in behavior, gauges success.

Case Study

In Yamhill County Oregon, there is a pristine track of timber slated for clear cutting. Various groups have a personal stake in the region and the impact of the clear cutting project on the long-term use of the area. These groups include:

- Residential rural property owners in the area
- Hunting and fishing interests
- Timber companies
- Environmental groups

All have special interests in the use of the area. Each group comes with a personal agenda. All of the groups before this meeting have also come to an agreement as to the result of the process that they envision.

Result Envisioned

The groups have agreed to a multi-use area where all of the interest groups will have protections and gains from an agreement. The only issues now are the individual interest groups being able to negotiate to the result even if each group's specific solution is not fully used.

Individual Assignments

When the groups are created, each individual in the group will be given the role of representing one point of view or interest group. Their personal agenda will be pre-defined as well as what they will be willing to give up to reach an agreement. One person will be assigned the role of facilitator.

Duration of Exercise

The time allotted for the exercise is 2 hours.

Using Models

Decision Making Model

This tool is designed to help participants isolate the absolute musts that need to be fulfilled when a decision is made from the wants desired in the outcome. If an alternative, and alternatives are expected, does not pass the must yes on all must objectives, the alternative is thrown out. The wants are weighted on a scale of 1 to 10 and then scored as to the value the group has given it. The weight is multiplied by the value to get a weighted score for each want. The scores are added up for each alternative and the alternative with the greatest score is the one to be used.

Managing Expectations Model

This model is to be followed to help participants reach agreements without a common understanding of what is being asked for or the common agreement by acquiescing because of the fear of confrontation. Both of these common behaviors are avoided using this model.

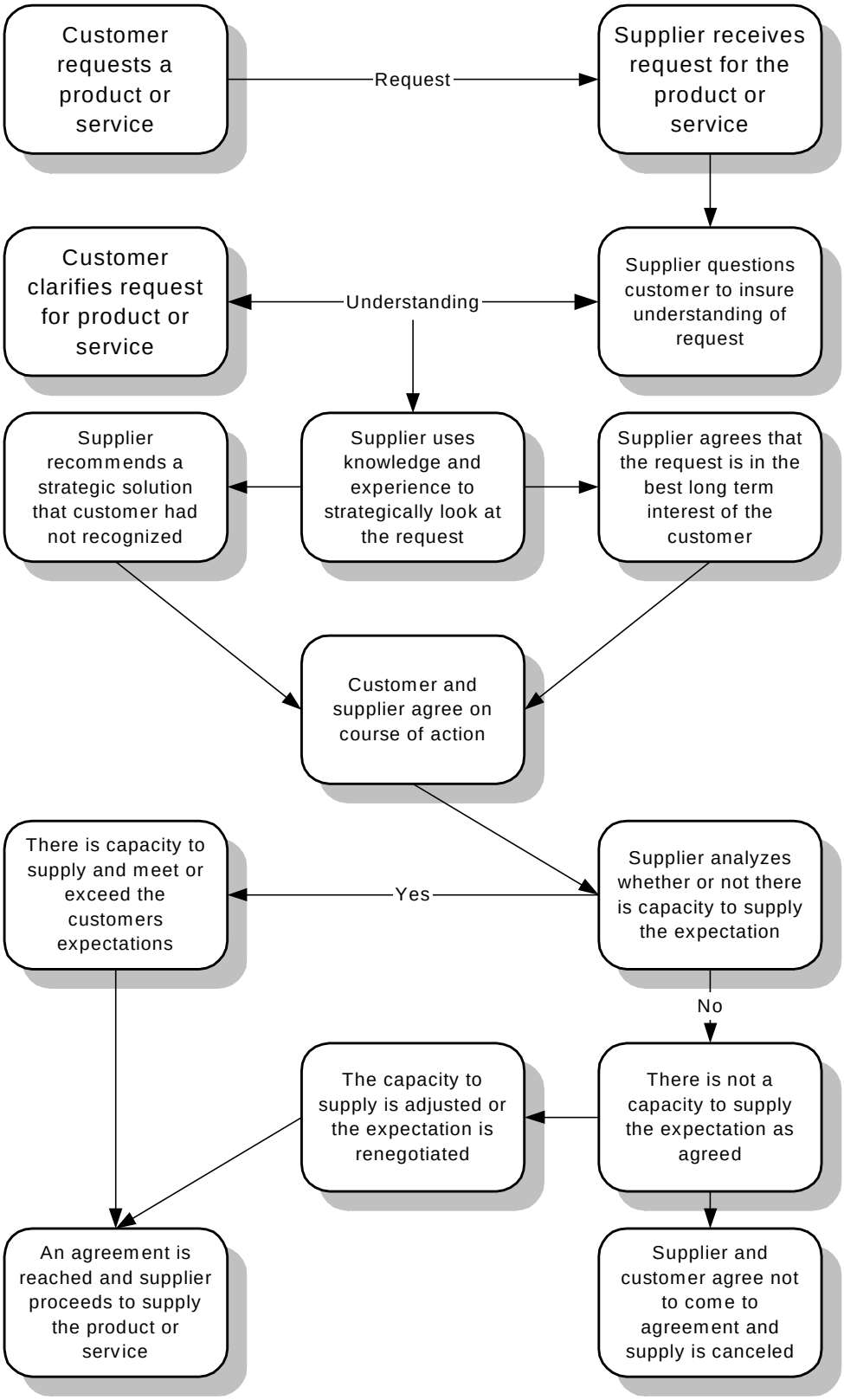
Value Target Model

This model is designed to help learners understand the need to drive to a target and that an absolute target is not a goal. There is a lot of anxiety around this quality-based model. The common statement is that it is possible to reach 100% so why target it. The reason is that if you do not target 100%, there is no reason to improve performance. If 95% or 90% is OK, why try to make improvements in the process to reach 96% or 97%. There is no incentive because the attitude is that it is good enough. This totally contradicts the continuous improvement of personal performance that I hold sacred. If we do not target permanent learning and growth for transformation, we will see no need to do so.

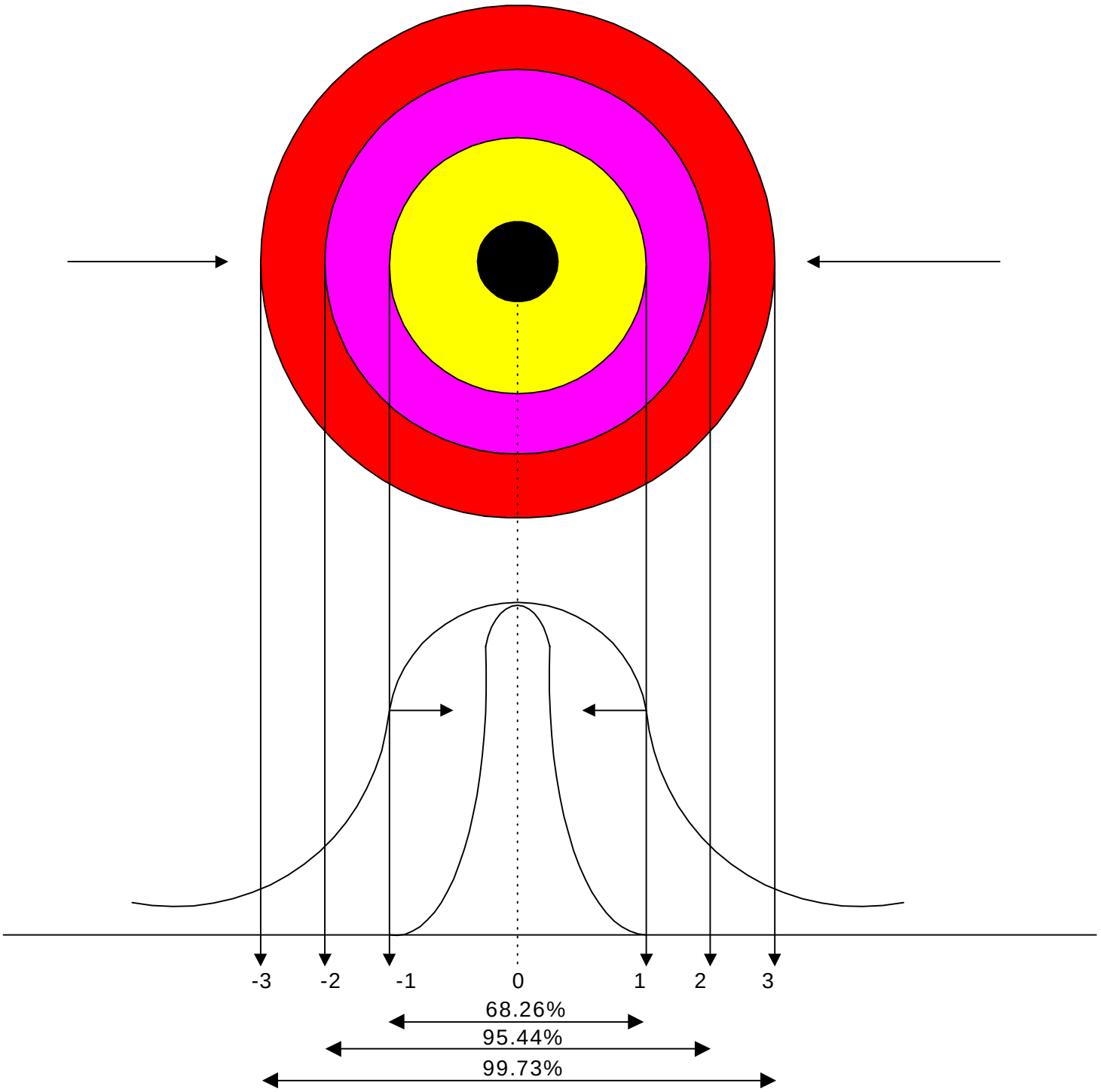
DECISION ANALYSIS TO DETERMINE IF PROPOSED ALTERNATIVES ARE GOOD ENOUGH

Objectives & Characteristics of an Ideal Outcome	**Model**		**Alternative 1**		**Alternative 2**	
Must	**Go/No Go**		**Go/No Go**		**Go/No Go**	
#1						
#2						
#3						
#4						
Want Weight	**Score**	**Weighted Score**	**Score**	**Weighted Score**	**Score**	**Weighted Score**
TOTALS PERCENTAGES	_____%		_____%		_____%	

MANAGING EXPECTATIONS



Value Target



Let's use the analogy of basketball. If the object of the game is to win, one of the targets would be to make 100% of the shots through the basket. All factors that prevent the ball from going into the basket would be considered variation around the target. There are then actions that can be taken to reduce that variation such as training, practice of basics, strategy, values, vision, mission, a clear game plan, all of which will help us focus on making the basket. The better we are at reducing the factors that prevent us from making the basket, variability, the better we will be at improving the percentage of baskets made which will help us win. *A target is not a goal.* A target is a permanent target to shoot for. A goal is like the rings on the target; it marks improvement towards the bull's eye.