



# 4MAT 4Business™

## 6 Activities for the Perform Step



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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, i.e. 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 shared 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?		

## Perform: If?

### Perform: The Search for Possibilities—If?

The trainer's task in Perform is to help the learners transfer the learning into their work. Now the learners are ready to perform, using their new skills with an adaptation that suits their needs. In this part of the Learning Cycle, the trainer and the learners set up an assessment plan to measure the implementation. This is where the learners integrate the new knowledge and the skills back into their own lives.

#### 10-10-10

##### Objective

Planning activity focused on implementation of the learning in the next 10 days, 10 weeks and 10 months.

##### Description

At the end of the learning experience, the learner will create an action plan for the next 10 days, 10 weeks and 10 months. You need to create a page in the workbook to accommodate this activity.

##### Trainer Script

"We have come to the end of our session. Please refer to the last page in your workbook, entitled '10-10-10'. It is the intent for your learning and newfound knowledge to have a lasting impact in your workplace. In the first box, create your goal for the next 10 days. What do you want to accomplish over the next ten days? Now think about 10 weeks from now—2 ½ months. How will you keep the momentum going? Where do you want to be on your learning path? How will you know you are successfully implementing your plan? Write this down in the next box. We have one last '10' box to think about. Ten months from now, the seasons will have changed and this class will be a memory. What is just one key behavior/commitment that you deem most important to be executing ten months from today? What will make the most impact in your work life? Write this behavior/commitment in the last box. What will make the most impact in your work life? Write this behavior/commitment in the last '10' box and how you can make that a reality.

##### Debrief Questions

What is the most critical aspect of your Roadmap? Does anyone have a particular part of their Roadmap they would like to share with the rest of the group?

##### Resources Needed

Pre-planning section in the workbook

##### Timeline

10 minutes

##### Assessment

This exercise allows the learner to create a long term action plan. They can distill all the ideas and content to their one most important goal. This action plan is designed to hold the learner accountable for owning the learning. Assess the quality of commitments by encouraging learners to share their action plans.

## “Co”+ “Labor”=Collaboration

### Objective

Learners will devise an action plan for implementation of learning. This activity focuses on personal and team accountability around the learning.

### Description

This is an opportunity for learners to reflect on who will be supporting them in the field as they take the knowledge from the classroom to the workplace. Learners will reflect on key actions to be taken and generate an action plan.

### Trainer Script

“Collaboration means to labor together: “co” and “labor”. Who needs to collaborate to bring this learning to fruition in the workplace? What labor needs to be divided and completed? What are you personally accountable for? What resources need to be coordinated? Generate an action plan which includes what needs to be done, who will do it, what resources will be needed and when it will be completed. Be prepared to share your action plan with others in 15 minutes.”

### Debrief Questions

What insights emerged, as you created your plan? What do you need to be aware of to ensure successful implementation?

### Resources Needed

None

### Timeline

15 minutes

### Assessment

Assist the learners in forming implementation teams, if applicable. Learners should be seeking collaboration with team members in the workplace who may not have attended the class.

*Notes*

## Exit Interview

### Objective

As a final “exam,” participants will interview each other in a reflective manner about the learning that has occurred.

### Description

Participants will interview each other to reflect on their learning and implementation. Several question examples have been provided. You may questions those that are important to you, or give participants the entire list and allow them to self-select.

### Trainer Script

“Take your workbook and a pen with you and find a learning partner. In your workbook on page \_\_\_\_\_, there is an ‘Exit Interview’. Please give your workbook to your partner. Your partner will now interview you and record your answers in your own book. Find a quiet spot and interview each other. You have 20-25 minutes. Return to the classroom when you have finished. Please remember to be respectful to those who are still interviewing when you return.”

- What is one thing you learned today?
- What was painful/successful for you?
- What is the first change you will make when you return to the workplace?
- How would your performance be improved by this change?
- What is your goal from this class?
- What would be the biggest impact from achieving this goal?
- What would you try if you knew you could not fail?
- How will you re-define success?
- What are your greatest strengths that will help you implement your learning?
- What are three actions you could do this week?
- On a scale of 1-10, how motivated are you to take those steps?
- How could you increase that score?
- How will you get more information if you need it?
- Who or what will continue to inspire your learning and implementation in the days ahead?
- What was meaningful to you?

### Resources Needed

Questions typed on a sheet of paper with space to record their answers; quiet, reflective music playing.

### Timeline

45 minutes

### Assessment

It is not important that the participants stick to the exact questions. The goal is to reflect on the learning experience in an open-ended manner.

# Super Hero

## Objective

Using a Super Hero as a metaphor, participants will reflect on tools and skills needed to implement the knowledge.

## Description

On a flipchart, participants will draw a Super Hero with attributes needed to implement the knowledge. You can divide the participants into any size group. You could take pictures of the completed Super Heroes and email them to share with the class.

## Trainer Script

What information, tools, skills, weapons, superpowers, would a (content) Super Hero need to possess to actually BE a Super Hero of implementation? Draw a flipchart with your Super Hero and all their tools labeled. Be sure to define the Super Powers needed to carry on their knowledge into the world.

## Resources Needed

Flipchart paper and markers, images of Super Heroes on the Power Point

## Timeline

10 minutes

## Assessment

Rubric Assessment

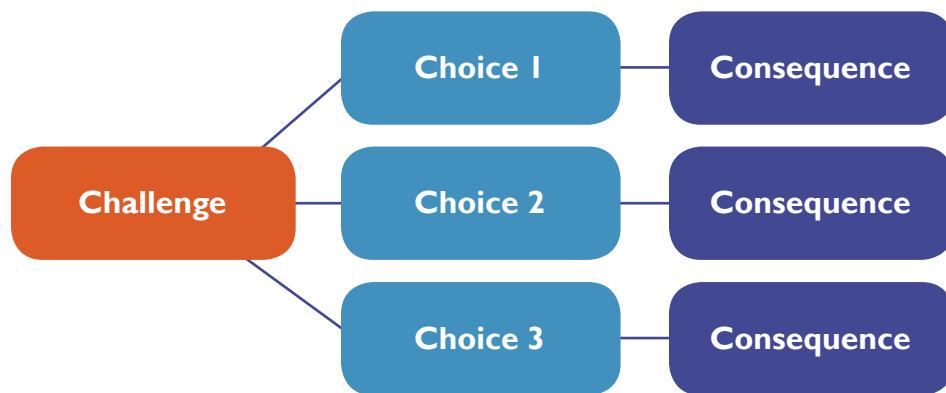
# Elearning – Branched Scenario Simulations

## Objective

Learners assess the effectiveness of alternative applications of the content being learned.

## Description

A branched scenario simulation offers application choices to the learner. With each choice, different consequences are displayed. Here is a good description of how to use Articulate to build branched scenario simulations:



**This is the starting branch. There's a challenge and three choices that produce consequences.**

Source: <http://www.articulate.com/rapid-elearning/build-branched-e-learning-scenarios-in-three-simple-steps/>

# Reunion Web Call

## Objective

Learners participate in a post-session call to review implementation or learning commitments.

## Description

At the end of a live learning session, participants are invited to attend a post-session web call to review key initiatives. Publish the time and date of the call along with action items that should be completed, prior to the call. A 4MAT-based outline for the call might look like this:

- **Engage (1)**  
Participants share their experiences around implementation. Reflection on successes and struggles is encouraged. This can be accomplished through pre-work for the call. If a social forum is used, learners can post reflections in response to the facilitator's posted discussion topics. Alternatively, an email can be sent with a request for response to the reflection.
- **Share (2)**  
Participants review the fundamental concepts related to implementation. Learners' questions are identified and answered.
- **Practice (3)**  
Action items are reviewed. Coaching is offered, when needed.
- **Perform (4)**  
Learners refine their adaptations and adjust, as needed. Facilitator gains further commitment on next steps in the learning process.

## Trainer Script

"To support our implementation, we will host a Reunion Call for this session on \_\_\_\_\_(date) at \_\_\_\_\_(time). This is 21 days from today. Let's define what we want to accomplish by this time and build our Reunion Call agenda."

## Resources Needed

Access to conference call or web call line.

## Timeline

45 minutes — 1 hour

## Assessment

This session should be highly interactive.

*Notes*