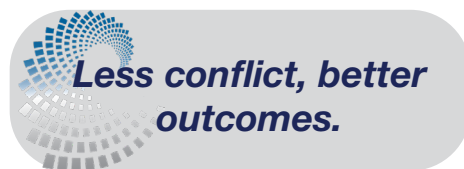


Helping team members and leaders evolve

Organizations and corporate trainers who help people understand themselves as “learners” can help them become better thinkers, innovators and drivers of growth. Here are a few of the ways professionals across industries have benefited through our Experiential Learning process.

A General Counsel used the Kolb Experiential Learning Profile (KELP) with her legal team and discovered the source of a typical disruptive pattern. As they made decisions, one lawyer routinely return to the Imagining step to diverge just as the other team members were committed to the Deciding step to converge. This meant that they were not on the same step in the learning process

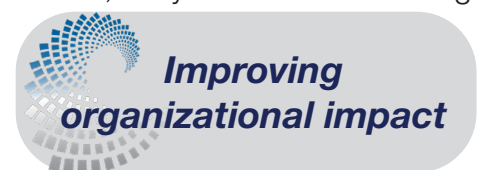


The KELP helped the lawyers understand

themselves and others, and the learning cycle provided a decision-making process model that guided them to use all the steps, even the ones that they may have underutilized

or avoided individually and collectively. By using the individual and team learning cycle models for their team meetings, they were able to deliberately navigate the process resulting in less team conflict and better outcomes.

A corporate trainer mapped out the design of a course that provided fun and engagement to find that it was completely missing two parts of the learning cycle: reflection and abstract thinking (conceptualization). While the employees shared an active experience, they left without making personal meaning, connecting the experience with a new idea, and deciding how they would apply this new knowledge to their work. By adding time for reflection and group discussions to reach new conclusions about application, the organization impact improved. Plus, **by sharing the deliberate learning process** with employees, they left the course empowered with a process they could follow as they learned in the flow of work.



EXPERIENTIAL LEARNING IN ACTION

At the Corporate Level

Integrating new practices into existing processes can be a challenge. Through understanding her own learning preferences, a corporate trainer recognized that all of her existing “activities” were reflections. **By introducing more opportunities for practice and application**



***Reducing resistance
to change.***

to complement the internal sense-making, she was able to break down the barrier of legacy culture, and participants were able to adopt the new practices more successfully and with greater ease.

A health care leader who had recently been hospitalized learned about his learning style preferences after that. Looking back, he recognized that his patient experience would have changed dramatically had he and his providers understood the way they learned. His style preferences were more relational and reflective, so he would have benefited from a personal discussion to understand why his self-care was important and what motivated him to comply. He also realized that integrating role-modeling with individual or group coaching into his self-care plan would have been more effective and engaging than the instruction sheet provided by the discharge planner. He realized that,



***Empowering patients,
improving outcomes.***

to be effective with patients with diverse preferences for learning healthcare providers must design experiences that lead patients around the complete learning cycle to empower them to take charge of their own learning and health.

One organization wanted to improve effectiveness among its teams. Our Experiential Learning Process helped them discover that teams with learning style diversity that goes beyond surface level demographics (known as deep diversity) perform better on tasks that require critical thinking. We also helped



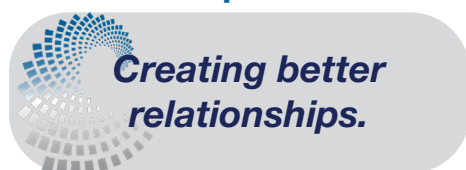
***Improving team
performance.***

team members **learn a shared language of learning**, understand their learning styles, and deliberately follow the process of learning at the individual and team level. This enables their teams be better problem-solvers and goal-achievers.

EXPERIENTIAL LEARNING IN ACTION

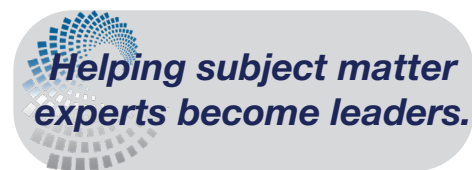
At the Corporate Level

Many organizations are held back by entrenchment and silos. By raising awareness about how learning occurs and the benefits of learning flexibility, one organization was able to create **better interpersonal relationships and conditions that support learning.**



The employees recognized that their focus was entirely on performance rather than learning and development. Specialists who were highly developed in certain silos began to stretch beyond their comfort zones in controlled situations so that they could build their learning flexibility and expand their choice and effectiveness.

When successful lawyers were promoted to a firm's leadership positions, they discovered subject matter expertise alone was not adequate to make them effective leaders. By building self-awareness of their own preferences through the learning cycle process, the lawyers were able to observe themselves and adjust their learning style and flexibility to meet the needs of the new leadership challenges and situations more effectively. In addition, they built awareness of others who were different from themselves so they could communicate and interact to promote connection while leveraging the strength of the deep diversity.



By building a group profile, the law firm was able to identify key developmental capabilities needed by the new leaders. **Lawyer leaders used the learning style model to take charge** of their own development. They were supported by individual coaching sessions to reinforce the development of flexibility using the experiential learning process. Lawyers reported impact of their flexibility and the value of a shared language of learning within the firm.




A financial services firm needed HR leaders who were very developed in concrete, relationship skills to develop both analytical and evaluative skills. By doing expanding deliberately through learning, they continue to **increase the effectiveness**

of employee training and development programs.

EXPERIENTIAL LEARNING IN ACTION


At the Corporate Level

Individual coaches and consultants serving organizations know they must continuously reinvent themselves and their business without losing what is still working. One small organization used the learning process to **promote innovation behaviors**. They intentionally generated new ideas, promoted controlled risk-taking to test key ideas early, and noticed when they were able to expand employee mindsets, decrease fear, and increase experimentation. In the process, they became more facile at recognizing market opportunities and guiding their clients to successful outcomes.




Helping organizational coaches and consultants to transition and transform.

A health care team wanted to improve the effectiveness of their team meetings. They found that both team diversity and establishing the practice of deliberately using the team learning cycle contributed to their ability to make decisions, achieve goals, and improve overall team performance. While learning style diversity contributed to performance in teams that managed routine tasks, they found that by deliberately following the learning cycle process and adopting team norms that promoted learning, teams were able to also **improve effectiveness** with non-routine, more complex situations. In addition, they were able to experience less conflict.



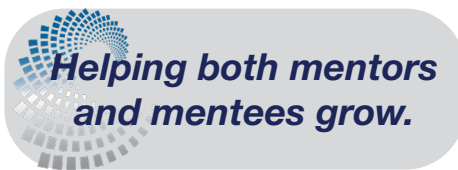
Increasing effectiveness, reducing conflict.

The Board of Directors of an enterprise wanted to be resolve conflict without taking things personally. They used Experiential Learning, the KELP, and the Team Learning Profile to recognize and **capitalize on their strengths**, respecting all style differences and using styles communicate more effectively with each other. They also recognized where they had learning style gaps (in Experiencing, Imagining, and Reflecting styles), so they deliberately focused on including those steps in the learning process. They found that their ability to manage these blind spots helped them to build trusting relationships, include new ideas and other stakeholder perspectives, and slow their decision making to be more effective. They also employed the learning process to guide strategic planning, and to support and challenge the CEO in professional development and strategic achievements for the business. By instituting learning cycle norms in their interactions and teamwork, they were able to critically evaluate the outcomes of complex decision-making and to course-correct early.



Managing blind spots, building trust.

A financial services organization used Experiential Learning and the KELP to help mentors understand and **improve their own approach to mentoring and learning.** One mentor, who had a quick, decisive learning style, struggled to mentor those whose styles differed from hers. Rather than let them take the lead, she jumped in to help them solve each challenge as soon as they encountered it. Things got done her way, but mentees were not really learning. She became frustrated with their lack of growth. But then she recognized how she had contributed to the problem: She hadn't allowed people to take enough responsibility for their own development, nor had she considered their approaches to learning. She turned the situation around by taking the time to identify her mentees' learning styles and changed her mentoring tactics to suit them.



Another employee, a young tech-savvy one, was mentoring a senior colleague about a new technology. Initially, the junior mentor interpreted the mentee's silence as disengagement. Once she became aware that the senior's learning style preference was

Reflecting, she realized his silence meant he was processing deeply and more slowly than was typical for her. The junior mentor recognized skills and preferences in the mentee's behavior that she adopted for her own — and while she helped him understand social media, he showed her a different way of engaging socially.

**What are your imperatives and goals for moving forward?
Let's talk about how our Experiential Learning process
can help you get there.**