



Cycle of Change

Create organizational impact through online games

Workplace learning series No. 1



How to apply learning in change situations

One of the most important concepts is to **customize tools** for your own context. In my blogs I often write about transfer of learnings. This is an important part of any learning success.

” My conversations with people often revolve around whether or not they can achieve the same quality of online learning as they can from blended learning. “No” is my short answer. Online learning cannot stand alone, no matter the technology used to support the learning goals.

You might be able to go a long way and achieve some great progress through your LMS, but if you only focus on what kind of online learning system you need, you will lose a lot of potential learning value along the way.

You need to combine this with a deep understanding of change mechanisms and practice-based theories of your choice.



How to apply learning use the CLIC model

I am saying this as CEO of a successful company with more than 40.000 users, and our only product is digital learning games and tools. We in the L&D industry have been putting too much emphasis on online learning, primarily because it solves the two biggest barriers companies face when designing learning processes: **time and money**. This has made us forget some very central elements.

Based on both my empirical and theoretical knowledge I have put together a model with four elements, which we need to take into consideration when it comes to creating successful learning.

I call this new model for successful learning, **CLIC**:

- Context
- Learning tech
- Interactions
- Content



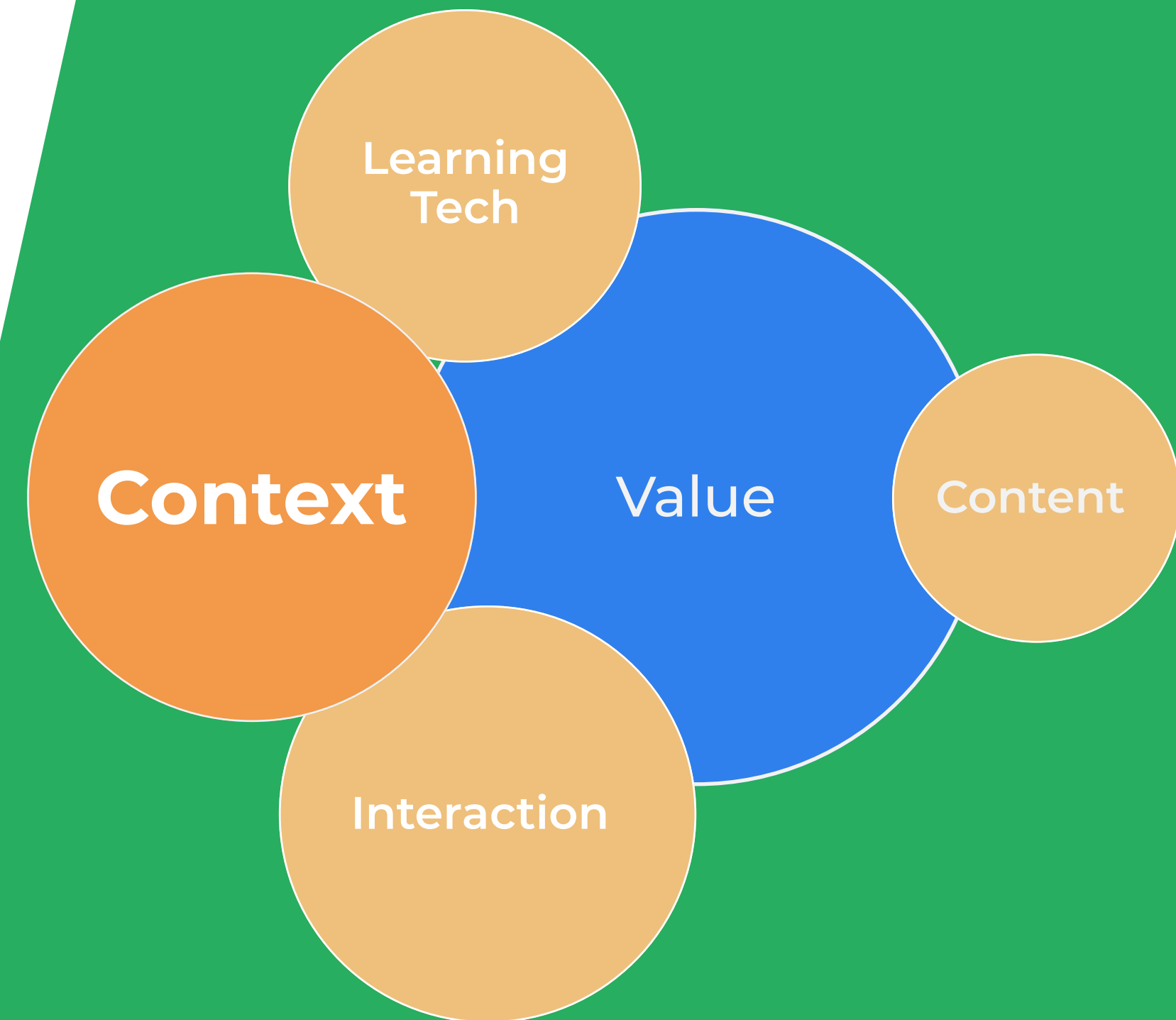
Cycle of change

Element One: Context

In what context is the learning going to be applied? This is an area where I think we need to put much more weight as the context is crucial. Taking context into consideration means looking at your target groups, their everyday work life, and the general frames for anchoring learning and change into your company. You need to investigate what kind of barriers there might be for transferring learning in your specific company context.

For instance, what are some of the historical elements in the culture, what systems are being used, who are the people at hand, in what way do they meet. How are they measured?

Search for and ask yourself how this context differs from other contexts and what are the unique attributes of the organization that you have to take into consideration when tailoring the learning process.

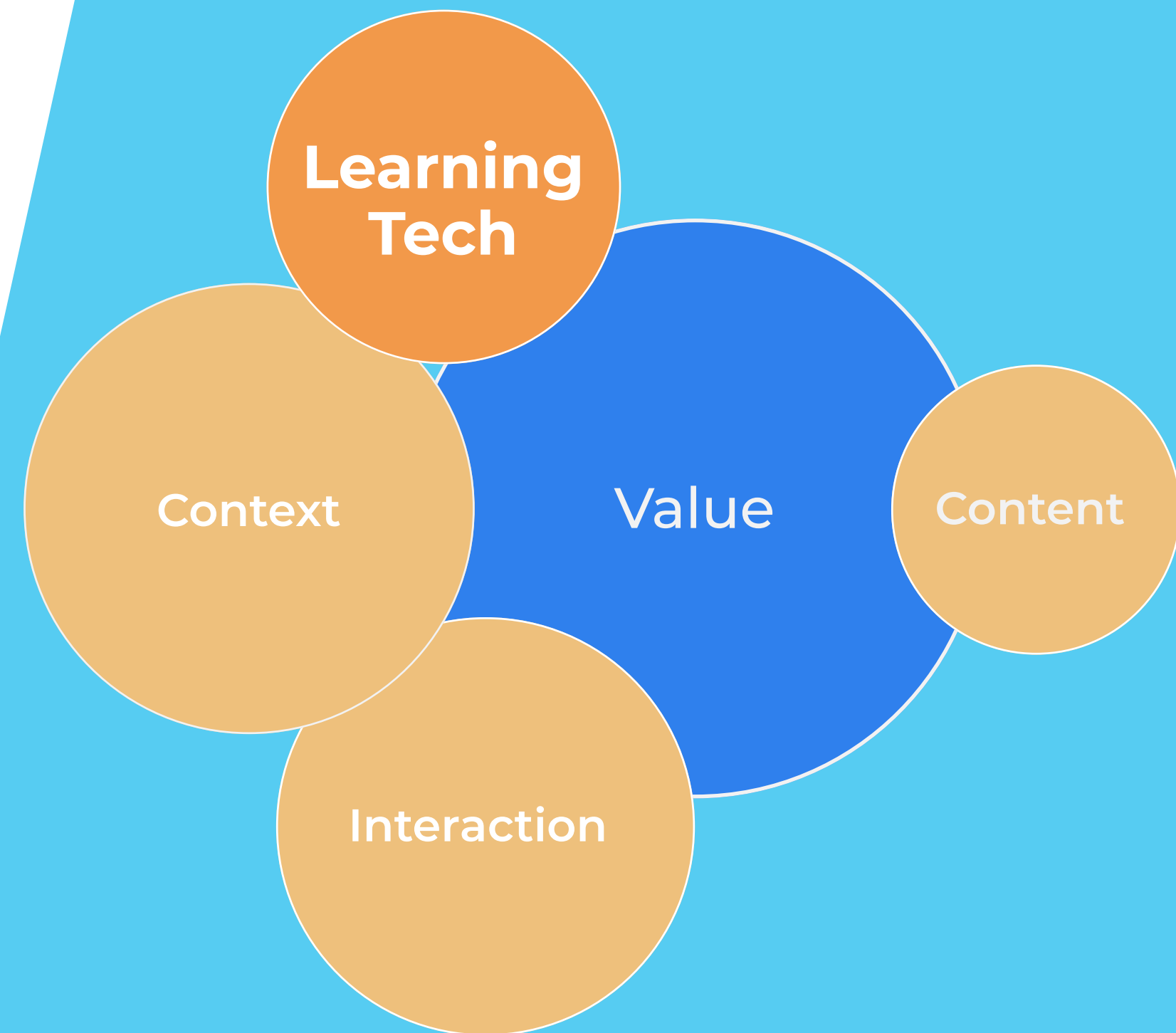


Element Two: Learning Tech

When I say Learning Tech, I mean where does the learning spring from? From workshops, LMS, E-learning, lectures or games, and tools like ours? Different learning technologies will create different kinds of learning value. As mentioned previously, online learning must be combined with **face-to-face interaction, readings, quiz, case study, game creation, etc.**

This means that you enhance understanding by including multiple learning technologies in your L&D designs. But remember to be aware of the boundaries of your learning technologies.

A great learning design will use the tools fitting the learner's preferred way to learn. Sometimes the only way is online, sometimes the only way is to learn from practicing in a face-to-face situation. This means it's up to you as the designer of a learning intervention to know the boundaries of your learning technology but more important to know what technology to choose that will support the expected learning value from your learning design. Do not compromise here!

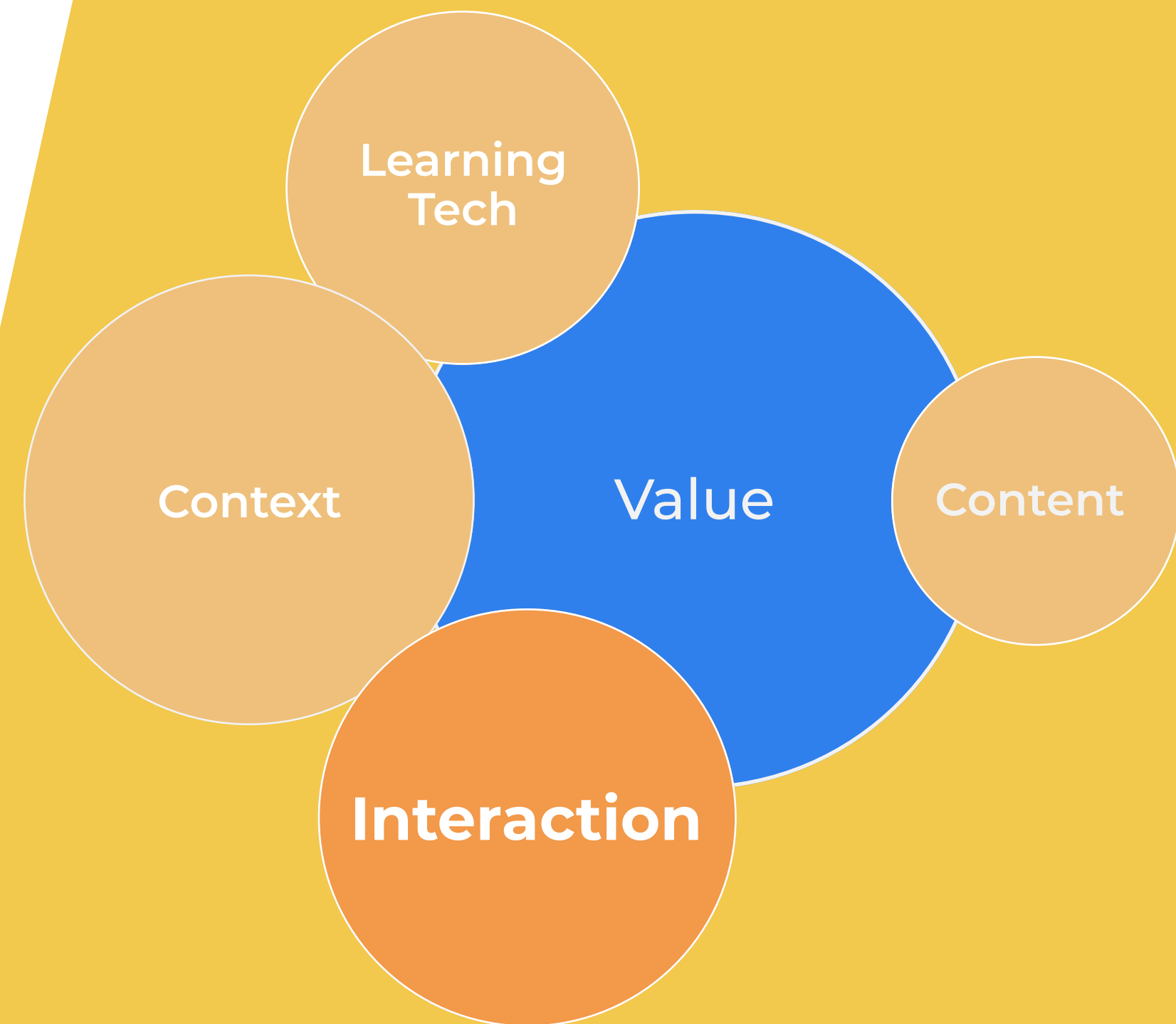


Element Three: Interactions (Social)

What kind of interactions can you create in your learning process design? You will need to be creative here and use all the tools, as the social arena is important to sustain and maintain the learning goals you are trying to achieve.

Using games can be one powerful way of creating more social interactions. Actee games use instant feedback on choices and stakeholder reactions as an experiential learning quality that is hard to receive in other ways without jumping head on into the change efforts. Such simulated activities where participants see possible effects results in an open, vital dialogues and raises important questions such as: Could I do this another way? what other strategies are out there? How do my colleagues see this?

The game feedback becomes a tool to facilitate dialogue among players by using the session view tool. The feedback also creates personal theory profiles for the players and group profiles for the facilitator. This becomes a strong tool for dialogue on expected outcomes and disjunctions for predefined world views with the players. On another note, games can infuse competition for the participants to compare flow in their choices, increase efforts towards becoming stronger in directing change, and getting practice-based theory feedback on what to consider in such situations. I believe that social elements which make learning more engaging and fun will become increasingly important in the future.

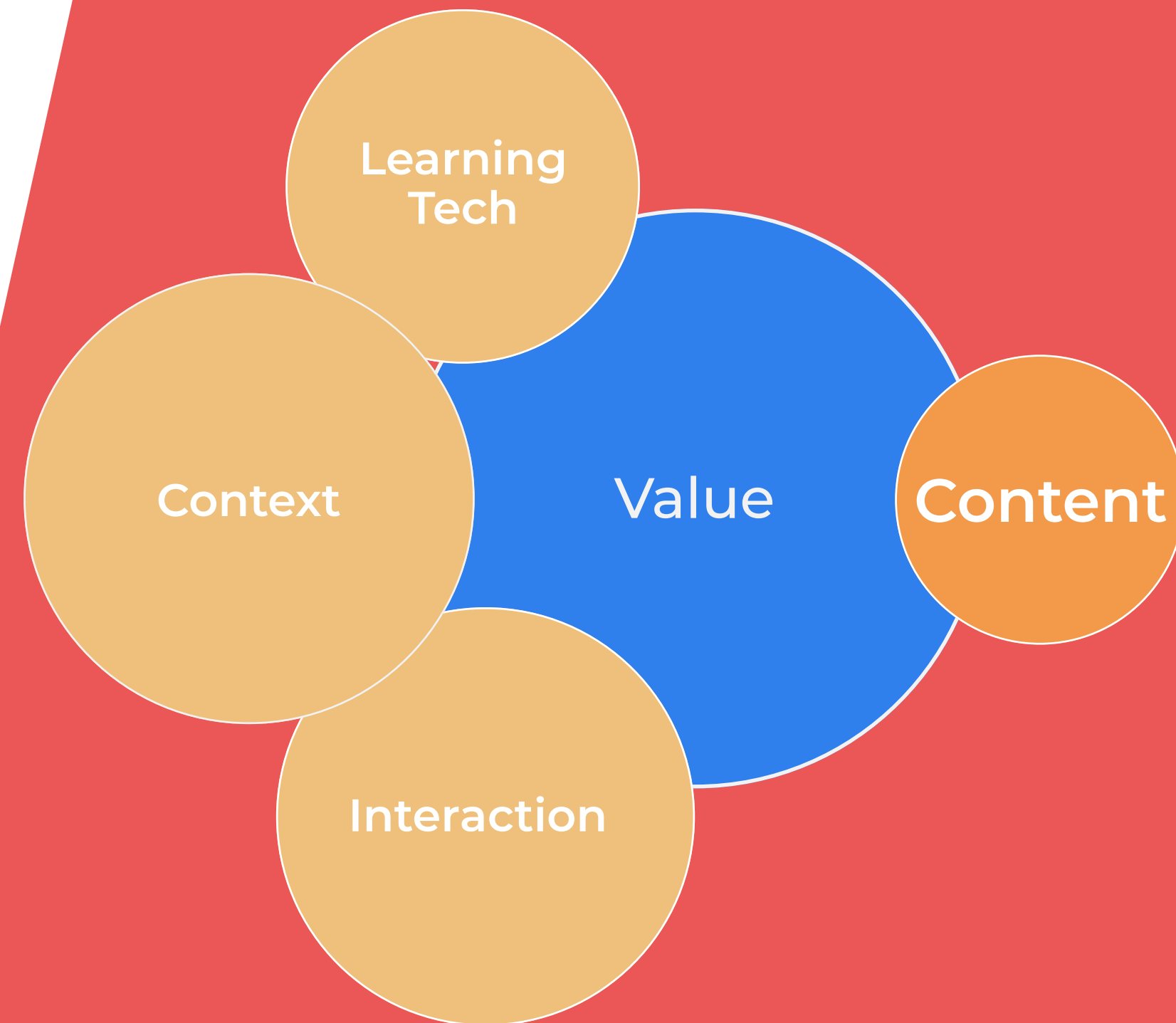


Element Four: Content

This is where we usually focus much of our time and energy. we want relevant and interesting content. But in many learning situations, your stakeholders already have a lot of knowledge about the subject. You need to activate this knowledge to make your learning processes better. An increasing focal point for Actee in the last five years has been to develop a content bank of cases and cumulative content that is hard to find elsewhere.

In a parallel development, the way consultants way build up their own content in the game engine has reached an easily-accessible level of simplicity. with inspiration from existing cases and content, and with first hand experience with the Actee platform, creating tailor-made content games for each organizational situation is easier and less time consuming for consultants. I using the CLIC model, the Actee platform can now be used to its full capacity.

Content can be generated through dialogue with clients and through the available templates. Find out who is more knowledgeable than you and invite them to co-create the learning process and design.



Value

- **Context**

You need to investigate what kind of barriers there might be for transferring learning in your specific company context

- **Learning Tech**

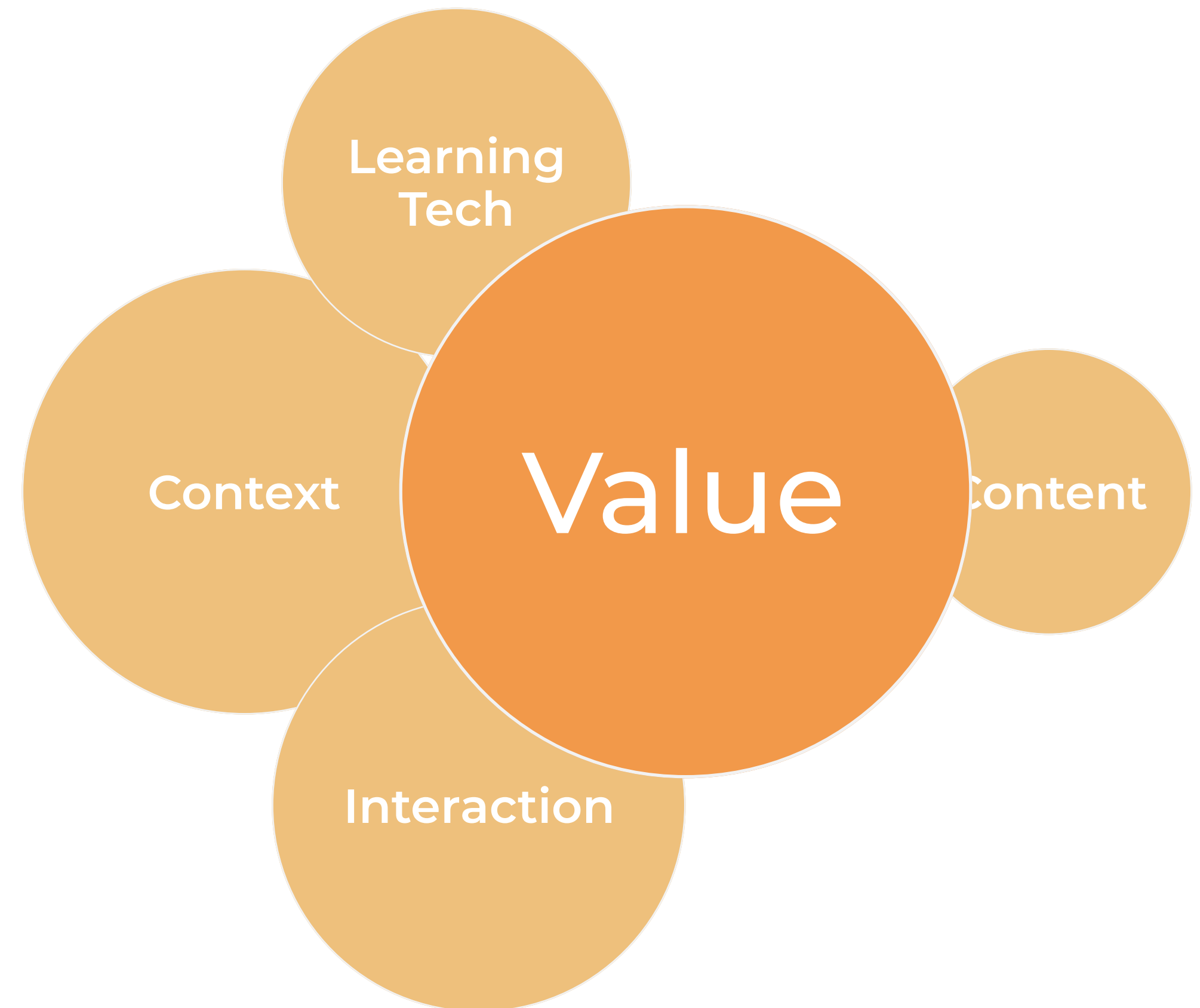
This means that you enhance understanding by including multiple learning technologies in your L&D designs. Be aware of the boundaries of your learning technology.

- **Interaction**

You will need to be creative here and use all the tools, as the social arena is important to sustain and maintain the learning goals you are trying to achieve.

- **Content**

Find out who is more knowledgeable than you and invite them to co-create the content used in your design.



Other

The model above is how I see the interrelations between the elements. with good learning tech available and the main game mechanism choices, reactions, etc. In place, as well as content options at hand it is possible for you to use most of your time on understanding the context to set-up the best conditions for the learning process. context is where learning is created and transformed into value. This means that understanding the context also allows you, as a learning designer, to see the boundaries for other elements in the model.

Retail - An example

If your context is a retail shop, and your target group is the shop assistants, would you want to know more about how your company supports and services its customers? You want the learning to come in small bite size portions, and in short intervals. Your learning technology could be a mobile phone, so it matches the everyday work life of the shop assistants who do not spend their days in front of a computer. It is crucial that they have easy access to the learning. The interactions must be very closely related to a specific task for the person, and it must be fun.



Last

Adding in the social element, you might want to allow participants to challenge each other to increase their engagement in the learning. we know from the theory of transferring learnings to everyday work life that the more the content is relevant to the learner's context, the more interested the learner will be in proceeding. The understanding is part of the “specific or general” skill transfer of learning. (wahlgren & Aarkrog, 2013).

In change or other soft skills learning we operate in the “general” learning area. meaning the job of transferring the learning is much fuzzier and therefore needs more explanation or narrative guidance. In transferring of learning, games can play a huge part in creating ideas about where to use theories close to a learner's real life and context of work. Games can even create a simulation in order to practice soft skills.

So next time you work with change, think about how to let change become a foundation for everyday work life, and do not be afraid of models and blended learning.



Where it all started...

I have founded a series of start-up companies. From 2010 I have been focusing on digital learning tools as the founder and CEO of the company Actee. On top of games we (Actee) have developed a digital simulation where companies can make their own games on the platform building. After a game the system gives personal profiles depending on the theory in the games. With Actee, I try to open to a world of games and tools for better workplace learning. Our users can design their own game-scenarios, learning sessions or benefit from a range of premade games and tools.



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