The eLearning Coach Podcast #34
ELC034: Psychology, Behavior and Design with Victor Yocco
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Hello everyone and welcome to episode 34 of the eLearning Coach Podcast. During analysis and design, how often do you really step back and try to tune in to the psychology of the audience? How often do you try to see things from their perspective in order to make the final product more engaging?

In this session, I interview Victor Yocco, Ph.D. author of *Design for the Mind: Seven Psychological Principles of Persuasive Design*. Victor is a research director at a Philadelphia based digital design firm. He writes and speaks on topics related to the application of psychology to design. We discussed decision-making, the value of user buy-in, motivation, persuasion, and more. You can find the show notes with the resource links at the http://theelearningcoach.com/podcasts/34. Now here's the interview.

Connie: Hi, Victor. Welcome to the eLearning Coach Podcast.

Victor: Hi, Connie. Thanks for having me on today.

Connie: I thought your book *Design for the Mind* had some interesting strategies that learning experience designers might want to use. So, I want to start talking about, mmm, I noticed from the start that you stress the importance of using psychology in design. What do you think the relationship is between psychology and design?

Victor: Sure. So, I agree with you. I think psychology in design is critical and part of that is because no matter what we're designing it's going to be used by people even if it's a product for, say a dog, the dog's owner is going to be the one using it. So, we really need to think about who's going to be using what it is we create. And so when it's something like an eLearning experience, it's who are the people that are going to be taking the course and what is their psychology?

How do we design something that not only presents information but does it in a way that accounts for psychology which is basically the study of how people engage in behaviors and the thinking that leads around behaviors and attitudes? So, it's really a very all-encompassing field dealing with everything from healthcare to education. So, I really think that when it comes to psychology and design, the two are tied together in a way that even if you don't acknowledge

the psychology aspect of it, then it's still going to be there and it might actually hamper the effectiveness of your design if you haven't thought about how you're addressing psychology.

Connie: That's a really good point. How do you think the designers can start the process of trying to understand the psychology of their audience?

Victor: I think a lot of that might come with background training, some at least in lower level maybe psychology courses while they're in school. But even if you don't have that experience things like *Design for the Mind* or other books that are out there and podcasts that discuss psychology, there are a lot of resources that talk about it in smaller articles so you don't necessarily have to invest a ton of time reading a book. It can give you some insight into how design can effectively address psychology and also talk about the principles of psychology in a way that make it more applied in terms of…

When I write something I'm always trying to think of what is an example of what this looks like in real life. Because just seeing the word, the theory of planned behavior doesn't make a lot of sense to most people and so taking it from this academic jargon-ny way of talking about psychology and then applying it to a more user-friendly from the reader's perspective, from the layperson's perspective and saying a lot of this stuff might just sound very vague and abstract but really if you think about it from an applied standpoint there are a lot of applications. And so

I'd also say though that specific to psychology and thinking about how it would apply, how you would understand it in designing your experience, there is nothing that beats interacting with real people and seeing how they engage with different ideas or different products. And so when you're thinking about the psychology of your users, I strongly advocate and you see throughout the book, I make it clear that I'm not teaching anyone how to be a researcher but there's always this and you should be gathering data to support your understanding of this. So, really it's just interviews, it's just observations, some of the classic psychology, anthropology or sociology methods that people don't necessarily need a Ph. D. in doing but just getting out there and getting your hands dirty by talking to the people who are using your product can really help you to understand their psychology.

Connie: I agree. Getting in touch with your audience and getting to know even just a few people even it's just a telephone interview can really make a difference.

Victor: Yeah. And I think that from my perspective, in my day job, I am a researcher and so I get to do this all the time and I become more in tuned with translating what people say into recommendations to the designers I work with. There's nothing I'd like more than having my

designers with me when I'm engaging in an interview or we do a lot of what we call usability testing where we actually take the concepts whether it's wire frames or whether it's the full-blown experience that people are going to be having and watch people while they use it and ask them questions and try to figure out where their stumbling blocks. But when my designers are with me watching this, they really get into it and they really get into understanding, "Okay, here's where there's opportunity to design an even better solution," or "Here's where there might be opportunity to enhance the contextual help or educational experience of going through and doing something," and how can we present that in the best way.

Connie: That's funny that you mentioned that because we desperately need to do more of that in my field. Sometimes, we will actually develop something without talking to the people or showing them the design as it progresses and it so much needs to be more collaborative.

Victor: Yeah, I agree and there is a real psychological aspect to collaborating with people on the design of their learning experiences. So, I know that in some fields we talk about things like co-design where you have people who are going to be end-users and you invite them along as part of the process to help you think about how you design, how you implement your changes and that actually creates a lot of really strong buy-in from potential users when they get to be a part of the process.

Connie: Right. I think a basic tenet of design thinking.

Victor: Definitely, and I think we were talking about a little bit earlier that sort of from the strategy and influence known as consultation where you are seeking feedback with the purpose of not only of finding out more information on how people are going to perceive the experience you're designing or the educational content that you're designing around. But when they realize, "Hey, I've helped to contribute to making this," then they're much more like to say that they're going to embrace the experience as well once it becomes final.

Connie: Right, and that makes so much sense. So, the first part of your book is about making decisions and behavior change and those are all things that are very relevant to our field, too. Some of the projects that we work on are intended to change the attitudes or beliefs or values of an audience so that they do make better decisions. For example, maybe we would develop an experience that help people see why they would want to stop smoking. Why they would want to adopt a healthier lifestyle. Perhaps even why a change in a piece of software like a big system-wide change is for the good and save time. Perhaps we might do that for safety efforts. So, what are the psychological components of making a decision?

Victor: Sure. So, yeah, I have a full chapter where I go into the process of decision-making using what I call the principle of Planned Behavior, and that's really so how do people make decisions when they're presented with information. And the thought behind that specific principle is that these three underlying beliefs—beliefs which contribute to people's attitudes towards a behavior. So, somebody's attitude may be positive towards smoking if they think that it's something that they are getting a lot of enjoyment out of. And so, how can you shift that might be addressing that attitude by showing evidence to the contrary like, well you also know that there's health consequences, there's financial consequences. And so trying to shift that attitude through education might be one way of promoting behavior change.

But then by also using also the planned behavior model, we know that social norms and how people perceive other groups that they feel like are reference points, engaging behaviors and so there's some element of that. So, using the smoking example again, someone might say, "Well, I see all my favorite actors and actresses smoking. Plus, my parents smoke, and my brother smokes." So, they're reference points, their social norms is smoking is just a part of life. So, you might need to also address that and show "Well okay, you think everybody smokes, but 9 out 10 healthy doctors don't smoke, marathon runners don't smoke…."

And so trying to provide examples and maybe tapping into specific to your learner, what social groups they might see as reference points so like saying marathon runners to somebody who doesn't know a thing about or care about running is not going to be relevant. But perhaps for somebody who programs computers and you say "The top 80% of people who are exceeding in their field are non-smokers…" I don't know, but just showing a reference point that actually makes sense to them is actually better than something that makes them feel, you know, if you use marathon runners to somebody who feels completely opposed to running then you might actually be doing more to turn them away.

And then there's another element that's critical and I think that from an educational perspective we have a lot of opportunities around. And that's that people need to see that they have a sense of control over the outcome of a behavior. So, again with smoking, people become, you know, addicted, physically and psychologically addicted to smoking and to nicotine. The feeling of control really is lost once you feel that way. So, you know that you're addicted to something you might as well throw in the towel. Well, how can we deliver education that shows otherwise and support that shows otherwise?

So, yes, you have an addiction but yes, you are ultimately in control of whether you light up that cigarette, whether you buy that next pack. So, how can we design an intervention that helps educate you or helps you know, I know that some programs are implemented like

hotlines to call and get help or online help. And so I think there's a lot of opportunity around saying "How can we show you and help you" because it's not just saying "Hey, look..." and someone's going to change but it's saying, "How can we move you towards this greater sense of control.?"

And so then the model would play out that if you shift one of those three they start working together. So, maybe someone's attitude starts to shift "Oh, I don't think smoking's so great." And then they want to see "How might I gain more control over this situation?" and hopefully from there, you know, we could then design educational experiences that lead to the change that not only we want to see but that's with something like a negative behavior that has a health impact that ultimately benefit the person who is using the experience as well.

Connie: Those three factors… That's really interesting—the interplay of them. But what about emotion? How does emotion play into this?

Victor: Well, emotion actually is something that's often in some psychological circles completely left out. And when we think about what's often termed or called a rational person we tend to leave out the emotional part which isn't how real life is. I think we all know that we've made decisions very spontaneously and very much possibly ones that we regret or possibly not, but very much ones that we're driven by one quick reaction to feeling an emotion like anger or happiness. And so when we think about those types of decisions I talk about the use of heuristics and what's called risk-analysis which is when people don't make decisions based on all the information they have presented. And they're more likely to oftentimes what we've found through research is that people are risk averse. They want to make a decision to avoid losing something.

So, if someone's presented with a situation and they see the outcome as potentially losing something they're actually going to try to make the decision where they won't lose something. I'll give you an example after I finish this. So, what that can lead to though is riskier decisions because people are willing to take that extra risk to avoid a loss. So, an example would be they've done studies where they presented people with, say you had 75% of losing $5 or a 50% chance of losing $10, most people would go with the 50% chance of losing $10 because they think there's a less likely chance of losing but that's actually a bigger risk when you lay those two choices out side by side.

And so when we think about these decisions as well, we have to think about what sort of shortcuts are people using and there's a lot of heuristics or mental shortcuts that have been identified through those psychology and behavioral economics in terms of how people make

these decisions that are spontaneous and I'd get into quite a few of them in my book but there's so many more than even what I've discussed there. One of them that's interesting to me is that I've thought about lately is sometimes called the "Primacy Effect" and it's the order of things—how things are ordered people place an importance on and I read an interesting article on a study that was found that even people who are in the field of economics and have a background in awareness of this "Primacy Effect" are subject to it. And they found that in citations that people are much more likely to cite papers that are listed at the top of references.

Like, I think they did the study on a newsletter that came out monthly in listed publications, and that the publications that were listed in the top third of the newsletter were always more heavily cited later than the ones that were listed towards the middle or the bottom. So, we know that when it comes to listing things like where we put things is going to have or give off the perception of importance to the people who are reading the list.

Connie: Isn't that interesting? So, how does that exactly relate to… If someone were making a decision, can you give me an example of where "Primacy" comes in?

Victor: Sure. If you were going to offer people options for, let's say you're designing your experience is choose how you want to create a final project for this class and you want people to be creative then you might want to list some of the less likely options towards the top of your list or of your webpage. And so that when people encounter this they think, "Oh, these are some of the more important ideas or these are the ones that are being weighed heavier." And they're more likely to choose those versus, maybe you are going to try promote not everybody writing a term paper you wouldn't put that as your top selection. Really anything where you might be presenting a menu of items to people and you want to encourage them to choose certain things, it would be towards the top. And actually you will see that, I think if you look at menus as well there's some critical strategy around how items are placed on a menu and what options are presented.

Connie: And that's the same as the "Visual Perception" principle that we tend to think that anything at the top such as in the newspapers is the most important that's actually how newspapers are laid out.

Victor: Yeah, exactly. So, I guess… and it's another thing that I make pretty clear I think in my book is that a lot of these psychological principles people who are designing good learning experiences are probably already doing. And it's just putting the words to that. So, it's understanding "Hey, top of the fold" or whatever you would call it, "Primacy Effect" is a real thing. And now as an educator, as a designer you can actually start to shape your language

around that and talk about how you do things. And not only that but why you do things a certain way. So, an example I like to give is around sharing and being social media doing things like liking and commenting where you know you could say if you've added a like button option for comments on your posts, on your site, you could say, "Hey I added a like button because I know people like to like things." And that's one way of saying it but you could also say, "Hey, I added a like button because I know that allowing people to engage in these activities where they can like what other people do makes them feel more connected socially." And that's a way of saying like I understand the psychology behind a "like" button.

Connie: Yeah, I agree. Once we have the concept and the language, it actually affects your thinking and it also helps you think more clearly. And also then you have a rationale to tell others who might have questions about your decisions.

Victor: Exactly, yeah. And where I work it's often "How am I going to justify these decisions to a client as a consultant?" So, how am I going to go into a meeting and say that this is what we did and this is why. And oftentimes you can have a little stronger ground if you can interject your knowledge of human behavior and psychology into that.

Connie: Right. My advice is always start with "Research says…"

Victor: There you go. I like that, Connie.

Connie: So, anyway, related to decision-making and behavior change is motivation. What motivates people to take actions to feel positive about experiences? And we have a certain amount of a problem with that in terms of learning because people are very apt to want to learn things that are relevant to them. But sometimes in some organizations often there are required courses that they are required to take. There are, often it's legal requirements for compliance—we call these compliance courses. What are some effective ways to increase motivation from a psychological perspective?

Victor: Yeah, and I think that is definitely something that we all wrestle with when it comes to those mandatory trainings or those topics that may not be as interesting in terms of seeing the relevancy. And so part of that is making sure that you're creating an experience that at least is functional and I think that plays into a psychology of showing people that you respect their time and you respect the fact that they're going to be giving you their time in order to complete this task. But then there's other ways and some of it is trial and error because that's certainly something where motivation is a huge concept. And there are two types of motivation that at least I'm familiar with. There are the extrinsic the external motivators and the intrinsic or the

internal motivators. And I look at it and I think that research says that often when the two combine is when you get the best motivation. And so what I see is this extrinsic motivators or motivation from the outside can include like financial like pay a $50 gift card for completing something or even if you don't want to incentivize every single person with a dollar amount maybe having a drawing where people who completed a training within a certain time might win something or have access to something. So, there's that type of extrinsic motivation.

And also grades are a motivator. A lot of times people want to show that they're successful at everything. They want to get an "A" if they have an opportunity to. But then that we've found only goes so far. Extrinsic motivation eventually do earn all the money you can, or you get all the "A's" you'll ever need and you realize "Hey, there's something more." So, then it's tapping into intrinsic motivation. And some of the research that we've looked at shows that people are intrinsically motivated when they feel challenged in a good way.

The challenge of showing somebody then becomes how might this be relevant to you or how might you get through this training in a way that make you feel like you've internally achieved something and done something. And we also know, and I think we're seeing it more and more in digital areas about game application so things like giving people badges or titles that reflect how much progress they've made. And showing them also competitively where they fall. So, maybe you start displaying and it can be done anonymously but you start displaying this aggregated number of credits people have taken in a certain area and that might spur somebody to feel motivated around increasing theirs because they say "Hey, I'm on the lower end of this."

I'm actually working on a project now where we're having people go through a survey and at the end we're showing them where they sit on an industry level. So, the thought is hoping to motivate them to want to take action to be at the higher end of their industry versus the lower end. And so that's the type of motivation we all feel in some way is this level of competitiveness or this "Where do I fall in a continuum with my colleagues and yeah, I'd like to be higher up than down below." So, there might be opportunities to display that type of information to people to try and motivate them to do these trainings. Really, you hit the nail on the head when just there's any way of showing people how something is relevant, that' going to make them a lot more likely than to engage with interest with whatever it is. The lack of relevancy is one of the first pieces that's going to get people to tune out. And it's very difficult to get people to tune back in if they don't see the relevancy of something.

Connie: And that starts in high school where kids are saying like "Why do I need to take Calculus? I'm never going to use it." You know, all the way up to adulthood.

Victor: Exactly, yes.

Connie: Those are good reminders for how to motivate people. Why don't we move on to persuasion? So, why don't you give us the psychological definition or your definition of persuasion?

Victor: Sure, absolutely. Well, I'll start by saying that I feel like persuasion gets a bad rep, and I can totally understand why. When I hear the word persuasion, I think of you know the greasy car salesman who is coming up to try and get you to buy something that may or may not work once you drive it off the lot. And you know we've heard of persuasive tactics to get people to do things they don't want. Really, from an academic perspective and I would also say from a decent human being perspective, that's not really what persuasion is meant to do. When you force someone to do something that's called coercion, that's not persuasion. When you lie to someone, that's lying, that's not persuasion either.

Persuasion is when you present information to somebody, and you do have an intention of making them have a specific attitude or taking on a specific behavior. And I would also say around that is to some extent I would say we almost always have that when we do something. When we present somebody with an educational experience we have a desire to help them. We want them to complete it. We want them to learn things. So, yes we have like a persuasive take on why we do things. And then it's really how you go about doing it which is "How do you show this person who's receiving your information or using your product the way you see things is important."

So, how do you show the learner that learning math is important? That's persuasive. You need to communicate to them and display information to them in a way that makes sense and that also makes them say, "Oh, Connie wants me to learn Calculus because it's important to my life and I see how that is and now I'm interested and now I'm going to keep learning. I've been then persuaded to see it from that point of view" or "I understand why Mac is a better computer product than a Windows based system and I've been persuaded because I've seen these different messages around the technology and the cool factor and so now that's meaningful stuff to the me and I'm going to explore purchasing Mac products only." So, that's a sort of high level, persuasion is presenting information in a way that does have an intended outcome, either an attitude or a behavior that you want somebody to engage in.

Connie: And I agree with you that it's different than lying, and I was really surprised when I started in this field how really everything we do has an underlying desire to influence people in one way or another. Even if it is just "Pay attention…" Even if it's just "Take some action…"

Their influence is amazingly important. And there's so many ramifications. For example, like you're having a client take your recommendations, you're trying to influence that client. So, are there some like standard ways to frame a message that is best for influencing people?

Victor: Well, it's hard to do it across the board in terms of what message influences everyone. But there are definitely some techniques that you can use. And for me, my background and my dissertation was on communicating to people in informal learning settings like zoos. And just like you said, a minute ago, that you were surprised at how everything is sort of persuasive in the field of education. In zoos and science centers it's the same way. They want people to leave not just saying, "Oh, I had a great time at the zoo," but "I had a great time and I want to understand more about conservation or why it's important to care about these animals in the wild."

And so what I did during my dissertation was I examined how do we frame messages to people visiting zoos in a way that effectively gets them to continue that learning experience and express a desire to either learn more or take action. And what I found was that communication through values is really important. And I use a specific set of values that were theorized to exist around environmental issues. But what I would take away as a general take away is that understanding that if your crowd is mostly people who are interested in a topic for whatever reason, once you find out that reason, you should try to communicate through that value set otherwise you're fighting an uphill battle. And so if you know everybody who is engaging in your learning experiences, doing it because they, let's say they're families and they want to learn together as a family you should present them with information that's framed around this doing things as a family approach but really reflecting that you need to understand where people are coming in at because you know taking it to a more extreme will be like when you're communicating to everybody with an overtly religious message and all your attendees are all very either non-religious or just not very blatant about expressing their religion, that might have the potential to really ignite some people's passions but then other people might feel really turned away by it.

When you frame it there's also conservative versus liberal values and we hear a lot of that in the media particularly around this time of the year when we have elections going on. But it's understanding your audience and to me I think that the beauty of that is and it's been shown in research that you can tailor the same message to appeal to multiple groups. And so we just need to find what is the key piece. And so thinking back about my dissertation research I looked at values where, one set of values theorize that people are very egotistical and they do things for themselves. And so I created a set of messages that told people about you know why they

should care about environmental issues but through the frame of for yourself. So, it might even be about something I guess as self-centered as saying "You should care about healthy water because you might one day want to take a cruise to a beautiful island and go scuba diving and this water experience might not be available if all of our water's polluted and no longer crystal clear" or "You might want to continue to vacation a certain area in California but due to expansion and you know suburban expansion this area might not exist if we don't think about how our land use is currently."

And so tapping into that might be really effective for some people but then other people might be much more what is sometimes called altruistic and they care about things through the lens of the greater good or other people and so for those people they might be turned off by my message of why they should care about something for themselves but they might really be interested in a message that says, you know, "For the sake of your children, you should make sure that they have the opportunity to see these great birds that exist today and here's some information about how we can keep on making sure that we're taking care of the environment." So, it's understanding that. And then also the context. If you're in a political rally you're going to be expecting to hear very slanted political views or very highly framed political views around either liberal or conservative issues or possibly religious issues. So, it's understanding your audience and knowing that while there might not be a one-size-fits-all when it comes to frames, you can frame the same message a lot of different ways to appeal to a lot of groups.

Connie: Uh-hmm. That's interesting. I want to talk a little bit about my favorite topic: Visual Design. Because you do get into that a bit and I want to hear what you think about ways to influence people through visual design.

Victor: Sure. Well, I would say first of all, there's a lot of aspects around having things in the right place where people look and expect them to be. And so one thing that is interesting to me is that as the web has evolved and just as digital media has evolved, people have started to develop an expectation for where things will exist on a page. For example, we often look along the top for the navigation and we look along the upper right hand side for a "logged in" state, our username or possibly our picture or avatars. And if you look on popular sites like Twitter and Facebook and Google they've all sort of placed the elements around the same area. And so people have developed this expectation of where things are going to be.

But then another thing is people are really drawn to pictures that are big and bold and also pictures of people. So, when it comes to framing a message and using visual communication to do that, conveying a human aspect and having pictures with people can really go far to help

your cause and to get people's attention. You see, "Hey I can identify with another human being." There is something very psychological about seeing two eyes and a nose and seeing another face and also a smiling face is good for people to feel drawn in to an experience. But when it comes to other aspects of visual design like color, I think that there's a lot of researches been done around how certain colors make people feel motivated or make or set certain tones or moods. And so it's good to have a good understanding of what the role color and font size should play. And then consistency.

If you're going to color the links on your site blue it should be done in the same shade of blue throughout so that people start to make this mental connection "Okay, things that are in this color texts are clickable links." And when you change that out of nowhere people can become really confused. Similarly with changing where the navigation is on your site. Some sites will switch from a top to a side navigation without any real explanation depending on which page you're on. And there should be some either warning or level of explanation that tells people why that's happening so that they understand versus just being very sharp and cutting it off and changing it from one page to another. I was going to ask you, since you said it's a topic you're passionate about what are some of the visual design things that you find most interesting?

Connie: Well, one thing that I was thinking about while talking about consistency is how fascinating it is that the mind is always looking for meaning. So, that when you do change something inadvertently just because you're not really paying attention or you don't realize the importance of consistency, people will think that there's actually a meaning if the link is suddenly red. I think there'd be many users who would say, "What does that mean? Previously it was blue." And they will try to find the meaning in it. And I find myself doing that. You're looking for a reason behind change even though there may not actually be one—that it's just an error.

Victor: Yeah, and I think that the human brain is very much wired to find patterns to make life easier. And so when you introduce a pattern you need to be aware of it.

Connie: Right. We're running out of time but I just want to talk about a little bit about social influence because in our field, social learning is really becoming big in the sense that there's been a lot of research such as "Hey! Guess what? People learn from each other!" Social interaction is really important. It gives learning more meaning and it's extremely natural because babies and children learn from their parents from day one. So, what are some ways that we can design for social influence to bring social interaction and influence into an experience?

Victor: Yeah. I think that's really important to do and I've done a lot of speaking and writing actually, specifically around a concept called "Social Identity" theory. What that is, is that it's actually from the 70's it's not a new concept that's been created to address anything around social media. But the researchers who came up with this principle were realizing that a lot of people engage in group think. And that's not to say that it's a bad thing but that we all sort of have this human quality about us where we want to belong to groups and as we join groups we start to look at what other people are doing and share those interests in order to feel like a greater part of the group.

We all belong to a lot of groups so it's not necessarily that we're defined by one group. But when you're thinking about creating an educational experience that might include group work, you need to think about what are the potential groups that are going to exist within this experience and how can you create an experience that allows people to feel stronger ties to their group. And a way of doing this is allowing a lot of sharing and just knowledge transfer making sure you have a safe space to do that.

So, I look at sites—and I'll use Facebook as an example but there are tons of sites that do it— and do it well. But yeah, on Facebook you can have a whole lot of groups that don't have anything in common exist and people can pick and choose which ones they're part of and they can all exist in harmony on this platform on Facebook. If you are a member of one group and you don't like another group, you don't have to go somewhere else. You can still be on Facebook you can have your own group site.

And so thinking about that from an educational design perspective is how can we create groups that our students might be able to join and be a part of where ideas are shared and they start to develop this stronger group ties. The opposite of that is people do things to feel less like other groups when they realize that there's differences. And this is again not something that we necessarily would want to promote in our education but that is likely to happen. So, when you think about sports and we have sports teams people who are fans of team A really want to feel different from people who are fans of Team B. And you see that in like developing chants and wearing jerseys and things where people really want to show how they align with this team and that they're not a part of your team. And so thinking about how that might apply to even things like our earlier conversation around motivation how might you be able to have some type of competitive motivation between groups that also has a positive outcome of people learning, of people furthering themselves.

That's really around social identity. The researchers talk about in-group versus out-group and so you want to feel in-group and the things that other people in your group are doing are things

that you're interested in finding out more about. And then you want to feel less like those you consider out-group and so you want to look at what they're doing and you want to do something that says, "I'm not like you." And then the other piece is people need to see where they're at and so they do a lot of self-identification. So, you look at yourself and you say, "How do I compare to these other people that are in my group and how do I feel I'm bonding with people and I want to learn more about what they're doing." So, allowing a space inside your educational experience for this to occur is important.

Connie: Especially since there's this trend or strategy to break down silos. So, if you're doing either consulting work or if you're consulting for an organization you can see that when people are in separate silos, the information sharing doesn't spread. It actually hurts the organization. It'd be interesting to help people identify with a giant group which would be essentially their organization.

Victor: You're right, and that's a great point so rather than like saying, "Here I'll the researchers go into this silo and all the developers go into this silo and all the designers into this silo," you say, "Oh let's look at it at like a higher project level" or "Let's look at it at an organization level" because if we're all within this organization we at least share that in common and then maybe you can find commonalities and sub-commonalities within that people strengthen ties and form groups that are cross disciplined and not siloed.

Connie: Yeah, that would be really awesome. Victor I want to thank you for sharing your knowledge and I think your book will be adventurous to a lot of people.

Victor: Great Connie. And I'll share a discount code that you can share with your users on any kind of notes page or follow-up. And thank you very much for having me on the show.

Connie: Yeah, thank you for being here.

I'm hoping that this conversation will be inspiration for all of us to delve more deeply into the minds of the audience/members we design for. You can find the show notes at http://theelearningcoach.com/podcasts/34. Thanks for listening and I'll talk to you next time. Take care.