THE LEARNING MOTIVATION CHECKLIST

As a trainer, facilitator, instructional designer, manager, or learning leader, it is your job to:

STRUCTURE

- ☐ Ensure clear and attainable goals for both the program and each step along the way.
- ☐ Provide stated expectations for what "good" looks like for each learning activity, task, and performance back on the job.
- ☐ Provide time and the necessary resources to complete appropriate and needed learning activities.
- ☐ Provide appropriate learning and performance tools that support learning transfer (manuals, job aids, check lists, coaching, reference videos, etc.).
- ☐ Use proper instructional design that adheres to validated learning science techniques (including interleaving, spaced retrieval practice, practice testing, questioning, etc.).
- ☐ Adapt to expertise by providing (1) more explicit instruction to novices, (2) structured instruction with leeway for moderate-level learners, and (3) more freedom for expert learners.
- ☐ Provide feedback that is informational and not punitive.
- ☐ **Use tasks and learning activities that are** appropriately challenging– but not frustrating or boring.
- ☐ Set, discuss, and negotiate agreed upon rules for how to engage with each other and the instructional team.
- ☐ Provide and foster opportunities to develop new skills, or enhance current skill sets and capabilities, and then practice them.

AUTONOMY SUPPORT

- ☐ Ensure learners understand "why" they are doing various learning activities.
- ☐ Ensure learners understand the greater meaning and purpose behind the entire learning engagement (can tell the story authentically).
- ☐ Validate that learners can authentically explain the "why," the "meaning," and the "purpose" *from their own, personal* perspectives.
- ☐ Be intentional when using rewards in the classroom. Rewards can undermine and de-focus attention from what participants are learning.
- ☐ Use them sparingly and knowing the potential consequences to your lesson.
- ☐ Provide a "sandbox" where learners can engage freely with an activity– having choices and options within the sandbox boundaries of what is needed to effectively learn.
- ☐ Ensure there is actual guidance and support so learners will apply what they learn back in their contexts, enabling them to "make it their own—" adapting as needed within regulatory constraints.
- ☐ Concurrently, and during your program delivery, foster ownership and agency for them as you work toward learners transferring what is gained in the program back to the job.
- ☐ Listen to, acknowledge, and authentically react to the stated needs from learners and do so in a way that doesn't undermine the instructional process.
- ☐ Show interest and empathy when learners are resistant, frustrated, or concerned. Be patient.

INVOLVEMENT

- ☐ Work to get learners' immediate management to support them throughout the learning process, and back on the job, as well!
- ☐ Also ensure, as much as is in your capacity, that learners accurately perceive their organizations support the initiative– or participants will simply go back and identify the *powers that be* see no value in what was completed.
- ☐ Be friendly and warm when engaging learners– but genuinely and authentically.
- ☐ Ensure learners don't experience ulterior motives from the greater instructional team or organization. You may have to mediate conflicting agendas in advance or during the program.
- ☐ Actively demonstrate you want your learners to succeed. Indicate behaviorally that your support for them has no strings attached— is non-contingent– just authentic connection.
- ☐ Find specific ways for them to contribute to the other learners and perceive ways others have supported and contributed to them.
- ☐ Be as predictable as possible from an interaction standpoint. Learners should be able to forecast how you will react to both positive and negative information, behavior, and poor performance as they learn.
- ☐ Find ways to influence, advance, and impact their' learning, performance, and hopeful transfer.
- ☐ Build into your instruction opportunities for collaboration, team-learning, and other social interactions to foster collegiality and community.
- ☐ Work to establish relationships within a professional context. These take time but invest that time! This assumes the learning initiative isn't just a one-and-done.

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