the process

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OUR FIRST YEAR ANNIVERSARY!

IN THIS MILESTONE ISSUE:

Creating Lifelong Learners

SPECIAL FEATURE ARTICLE: Getting to Why...

A Book Review of Simon Sinek's, *Start with Why*

Creating Lifelong Learners

By Todd Dischinger

This issue marks our one year publication milestone for *The Process* newsletter! As IDI facilitators, we share a common purpose of enhancing higher order educational skills. At the center of our professional development is a commitment to lifelong learning. Our newsletter serves as a resource to that end.

To celebrate our first year anniversary, we are showcasing a feature article that attempts to remind all of us how important it is to capture both the *hearts* and *minds* of our students. Notice how in this common phrase the word *hearts* precedes the word *minds.* You have never heard somebody say, "we have to capture the *minds* and *hearts* of the people." That is because, first and foremost, we are animals that are wired to experience an emotion well before we begin thinking about it. This is not soft, "touchy-feely" stuff. On the contrary, it is both supported by science and it is the hard currency of how we establish both our credibility and cognitive connection with our students and the subject matter we teach.

According to Ken Bain (2004), the best teachers create a learning environment that transcends the norm:

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> *More than anything else, the best teachers try to create a natural critical learning environment: "natural" because students encounter the skills habits, attitudes, and information they are trying to learn embedded in questions and tasks they find fascinating--authentic tasks that arouse curiosity and become intrinsically interesting; "critical" because students learn to think critically, to reason from evidence, to examine the quality of their reasoning using a variety of intellectual standards, to make improvements while thinking and to ask probing and insightful questions about the thinking of other people. Some teachers create this environment within lectures; others, with discussions; still others, with case studies, role playing, field work, or a variety of other techniques* (p. 99).

Over the last year, we have received some truly amazing articles from authors who have inspired us to create this type of natural learning environment. These authors are not merely satisfied with transcending the norm, but making it the norm. Each author's article helped us pay close attention to both *how* and *why* we teach.

I personally want to thank the following first year authors of *The Process.* All of you have truly made a difference in deepening the learning that occurs in the public safety classroom!

- David Mehlhoff
- Jim Uhl
- Larry Ellsworth
- Jim Gordon
- Cheryl Webb
- Russ Norris
- Michelle G. Weiler
- Sue Oliviera
- Virginia Tomek
- Mike Gray
- Allan Caddell
- Dan Toomey
- Terri Suggett

As we enter our second year of publication, I want to encourage more inspiring authors to add value to public safety training by contributing an article to *The Process*. We are certainly looking forward to another great year and reading more exciting articles.

Reference

Bain, K. (2004). *What the best college teachers do.* Cambridge, Massachusetts: Harvard University Press.

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

-Maya Angelou

Getting to Why:

Reaching the Affective Domain with Framing, Lenses, & Words

By Jim Uhl

Most instructors are aware of the three domains of learning; *cognitive, psychomotor,* and *affective.* At the Instructor Development Institute (IDI), we encourage instructors to design and deliver courses that contain a rich blend of each domain. To maximize the overall depth of learning, instructors should design their courses so students are thinking, doing, and feeling their way through the learning process.

Public safety instructors typically grasp the cognitive and psychomotor domains. After all, they have spent a large portion of their careers thinking their way through a litany of mandated tests and community problem solving. They have also spent vast amounts of time mastering such psychomotor skills as firearms, pursuit driving, and defensive tactics. However, many public safety instructors struggle to understand and effectively apply the *affective* domain to their courses. Perhaps this is the result of how abstract and nebulous this concept can be. Thomas Koballa (2010) from the University of Georgia's Department of Mathematics and Science Education offered the following explanation of this phenomenon: "Reasons for this imbalance include the 'archetypal image of science itself,' where reason is separated from feeling, and the 'long-standing cognitive tradition' of science education research" (Introduction, para. 2). Or perhaps it is because those in public safety are often encouraged to keep their emotions at bay because of a prevailing

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cultural assumption that this is necessary to survive a career of cumulative roller coaster rides of hyper-vigilance (Gilmartin, 2002, pp. 33-109).

Yet, Simon Sinek, the author of the best selling book, *Start with Why* suggests this is an incomplete approach and is not commensurate with greatness. Sinek argues the most effective influencers are those who reside in a very strategic place within his *Golden Circle* concept (see Figure 1). Sinek's model showcases three circles within one another. The outermost circle is the *What* circle. This is where most people tend to reside. Here, they have a very firm understanding of what they know and what they can do. If this is applied to a public safety ethics course, this is the instructor who is a master of knowing all the ethical decision making frameworks and their corresponding theorists.

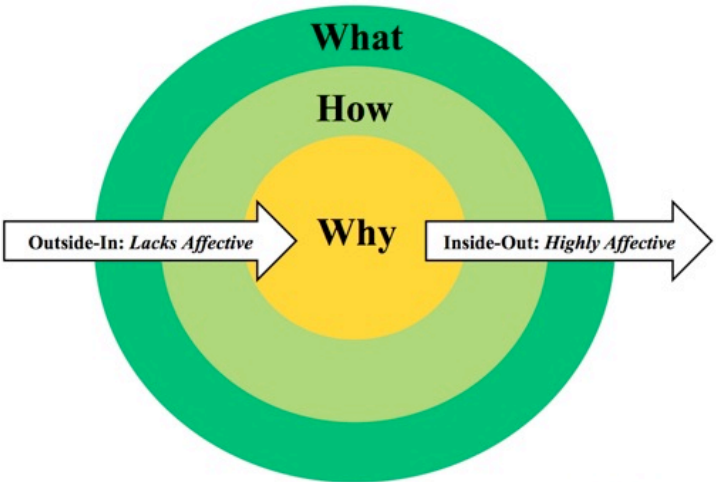

Figure 1

The next circle, a little closer to the center, is the *How* circle. These individuals understand *how* things are done. Applied to the same ethics example, this is the instructor who can show their students how to apply each theory to specific situations and can even breakdown ethical systems to show the student how they work.

The innermost circle is the *Why* circle. This is the rarest and most profound of the three circles; hence it is the *Golden Circle.* These are the individuals who intimately understand the value, purpose, and significance behind what they do. They not only understand what and how to do things, they know why it is important and inspire others to believe the same.

A great instructor is intimately aware of the power of lenses...

These types of instructors begin with *Why* as the source of affective motivation and then move outward to the *How* and the *What* of the subject matter to be explored. This is the ethics instructor who gets their students to not only memorize and apply ethical theory, but shows them why its application matters. This is the instructor who convinces the learner that ethical decision-making will enrich the quality of their lives and the lives of those around them. They do this by showcasing what the world and their lives might look like both with or without this ethical knowledge and application. You can view Simon Sinek's TedX presentation regarding his Golden Circle concept at:

http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html

Simply put, these *Why* driven instructors are effective at achieving the *affective.* They know what it takes to transform an indifferent, doubtful, and resistive student into one who is motivated and inspired to care about and embrace a set of values and beliefs that may have first eluded them. So how do these instructors get their students to the Golden Circle of *Why?* These instructors sit upon an interdependent, three-legged stool of *framing, lenses,* and *words.*

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Vincent Van Gough's seminal painting, *The Starry Night,* is housed in New York's Museum of Modern Art. Even a painting with this much recognition appeal must be set apart from the other artistic works within the museum. This is done with a frame. A frame provides structure, focus, and centers an object so it can be seen as something that is balanced, strong, and significant. A frame is what encases the beauty within. And so it goes with reaching the affective domain of learning. At an instructional level, properly framing a concept is what can capture the heart of the learner. For instance, with the incalculable number of leadership courses that saturate the education and training industry, it would be easy to simply write off a new leadership course as just another class on leadership. Yet, proper framing can easily overcome this resistance. Great framing might look and sound something like this:

> *"Good morning class! I would like you to consider what I am about to say right now. The world is suffering from a crisis of leadership. If you look at any problem in the world today; the private sector, public sector, not for profit, volunteer organizations, governments, politics, the media, social issues, religion, our own organizations, and even within our own families, you can link it to one very simple thing; poor and unethical leadership."*

With this type of framing, the concept of leadership is no longer merely a fad. It is something that transcends the theoretical and the mundane to something that is relevant and full of breadth. In other words, the learner becomes intrigued as an inviting stage has been set for them to begin valuing and caring about what is to be learned.

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Lenses

As human beings, we are inherently ego and socio centric. This is often revealed during moments of learning. Our reality is constructed by the very perspectives we *choose* to take. It is only natural then that we would choose a perspective that best suits our own self interests. However, the limitations of our perspectives are often ignored until they are intentionally pointed out, challenged, or even proven wrong. It is only through a diversity of lenses might we begin to view and care about something in a whole new way.

In the 1980's, Bob Geldof was the lead singer of a popular Irish rock band called *The Boomtown Rats.* Amid his success in 1984, Geldof saw a visually stunning BBC documentary that showcased the devastating Ethiopian famine. This documentary inspired Geldof to organize the hugely successful pop charity group, *Band Aid.* He co-wrote and recorded of one of the most popular Christmas songs ever written, "Do They Know it's Christmas?" The proceeds of this recording raised over $8 million for African famine relief (biography.com, 2013). Prior to this documentary, Geldof thought he knew about hunger, but it was not until he saw famine through the lens of those who were actually suffering did he realize his perspective was incomplete. Through a new lens, Geldof was inspired to act and then inspired others to do the same.

A great instructor is intimately aware of the power of lenses and how they can overcome the affective hurdle of learning. When watching a movie, people are typically conditioned to watch it only from the lens of passive entertainment. This is not necessarily bad, but from the perspective of creating deep and profound moments of learning in the classroom, it is woefully incomplete. Great instructors get their students to the affective *Why* by using movies, songs, storytelling, analogy, metaphor, guest speakers, and historical or contemporary events as *case studies* to be examined and analyzed from a multitude of conceptual lenses. This can be as simple as showing a scene from a film, but prior to doing so, breaking the class into groups and assigning them a 3x5 index card that asks the students to view the case study from the lens of a particular character or course concept. Then have each group develop a teach-back presentation of their assigned lens to the rest of the class. This gives all of the students the opportunity to experience the film from multiple lenses that are manageable and can be shared and further developed by the entire class. This allows the instructor to guide the students away from wrong answers and clear up any misconceptions. The instructor can also gauge the affective reaction of the class. With this approach, the film is not only entertaining, it also links intangible course concepts to a tangible slice of life; something that now matters.

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If framing and lenses are the structure of the affective domain, then words are its very DNA. In fact, the first two legs of this three legged stool are wholly dependent upon the masterful, intentional, and purposeful use and delivery of words.

Words are exceedingly powerful and influential tools. The YouTube video sensation, *The Power of Words* (Purplefeather, 2010) perfectly illustrates this. In this video, a blind man is sitting on a sidewalk at the foot of some steps with a collection can to his side and a cardboard sign that reads, "I'm blind; please help." A few people pass by dropping the occasional coin, but the blind man is not making much headway. A woman happens upon him, reaches down, and begins writing something unknown on the piece of cardboard. Immediately following this, droves of people fill the blind man's can with money. Later on, the same woman returns and the blind man asks the woman what she did with his sign. She tells him that she essentially wrote the same thing, but used different words. The sign now read, "It's a beautiful day, and I can't see it." While there are some who might suggest it is merely cliché to say that words are powerful, as it turns out in this example, there are over 16 million world viewers who tend to instinctively think and know that words do in fact matter. To experience this video, you are invited to click this link: http://www.youtube.com/watch?v=Hzgzim5m7oU

Now let us translate the affective use of words into a classroom environment by examining the words and phrases in Figure 2 (pg. 10). Compare the language in the left column with those in the right. The language in the left column is highly teacher-centered, ego-centric, hierarchic, parochial, and laced with commands and demands. This is in direct conflict with getting to *Why*. Adults, most especially public safety personnel, do not like being

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told what to do. Yet, the language in the left column attempts to manage the *what* and the *how* of adult behavior. As a result, this language limits the capacity to inspire anything that is remarkable or to be valued.

On the other hand, the language in the right column is all together different. The words here suggest this will not only be a student-centered class, but the process of learning will be a shared partnership. The language elicits intrigue by offering invitations, making promises, framing the course as a journey of discovery, encouraging an awareness of the overall purpose and intent behind the design of the course, and links the subject matter to their personal and professional lives. This is language that immediately catapults the learner to *Why.*

Starting with *Why* (the affective) captures the learner's heart so they now care about the *Hows* and *Whats* of the content that is to be learned. An easy way to remember the affective domain is to simply consider it a matter of the heart. Our hearts are contained deep within each and every one of us. When instructors begin their courses here (with the heart) they are doing exactly what Sinek and his Golden Circle ask great instructors to do; start from the inside and work your way outward. Theodore Roosevelt once said, "Nobody cares how much you know, until they know how much you care" (Roosevelt, 2010, Quotations, para. 15). In other words, we need to get our students to care about the subject matter by demonstrating we care about them. This is best achieved by using the three-pronged approach of framing, lenses and words. When you do, I promise something extraordinary will happen.

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In our feature article, Simon Sinek's *Start with Why* is used as the framework to show how a teacher can reach the affective domain of learning. In this issue's book review, which can be found on page 11, Cheryl Webb takes an even closer look at this best selling book, which reminds us of the importance of starting with WHY.

Figure 2

Traditional Classroom Language	Affective Classroom Language
Welcome to class. My name is John Smith and I will be your instructor.	Welcome to your class. My name is John Smith and I will be your guide throughout this journey.
I have been a police officer for over 20 years and I have worked homicide, gangs, narcotics…	The real knowledge in this classroom is among all of you. I am only here to help draw out this knowledge and your experiences so learning can be optimized for all of us.
This is a class on leadership and ethics.	You are invited to join me on a journey. This journey will deeply explore the dynamic and ever evolving world of leadership and ethics and how it impacts both our personal and professional lives.
We have a lot of material to cover so let's get started with my lecture.	This course has been strategically designed with you in mind.
This is really important for you to understand so listen up and take good notes.	This course is not an event. It is designed to be an engaging and participative experience. It is one where you will be challenged to open your hearts, minds, ears, and mouths.
Discuss this concept with those in your group.	Share a dialogue with those in your team
Students	Team of learners
If you show up late, the consequences will be… If your work is turned in late, the consequences will be…	My pledge is I am 100% committed to each and every one of you. I will always be here on time and fully prepared to give you my very best. The only thing I ask in return is that you be consistently present and participate. If you do, I confidently promise you this: It will be worth it and you will not want to miss a thing.
This class will take a look at the dynamics of leadership and ethics.	I promise you that when this class is over, you will never look at this subject the same way again
Failure	Opportunity
movie, clip, scene, film	Case Study
I want you to… You have to… Be sure to…	I challenge you to… I invite you to… You are encouraged to…

Cheryl's Book Corner

A review of, *Start with Why: How Great Leaders Inspire Everyone to Take Action* by Simon Sinek

A book review by Cheryl Webb

My story goes something like this:

I was transferred to the training division immediately after I graduated from the Master Instructor Program. My first day on the job was on 9-11. That day totally shaped the way I view training. Because of that day, I truly believe that if you do it (training) right, you can save lives...

If you have been in one of my training classes, you have heard me say this when I introduce myself. It's my *WHY.*

Until I read Simon Sinek's *Start with Why*, I didn't know I had a WHY. I didn't even realize that my WHY was the reason I have been involved in public safety training for over a dozen years now or that my WHY was the reason I continue to study the most current and effective training methods to pass on to our students. Sinek's book caused me to realize that developing effective public safety trainers was more than a job for me; it was a mission and joining the IDI team had become HOW I could accomplish it. Continuing to teach instructor development courses, mentoring instructors as they develop their skills, and supporting the Level 1 and 2 philosophy is WHAT I do – I teach, I listen, I believe. These are my byproducts. They are the results of my WHY.

Simon Sinek's (2009) *Start with Why* is based on an alternate philosophy, one that he calls the "Golden Circle" (p. 37). Sinek explains that WHY is the reason something should be trusted, believed in, or even purchased. The HOW's and WHAT's should support this cause or belief. Sinek gives some profound examples of this philosophy as demonstrated by companies like Apple, Southwest Airlines, and Harley-Davidson. Sinek also includes leaders like John F. Kennedy, Martin Luther King, and the unlikely story of the Wright Brothers to further support his Golden Circle concept. Despite their distinct differences, each company and every one of these leaders shared a common premise; "Every single one of them, regardless of their size or their industry, thinks, acts and communicates from the inside out" (Sinek, 2009, p. 39).

Sinek also describes how inspiration and manipulation are involved in getting people to WHY. Throughout the beginning chapters, he explains how *carrots and sticks,* or manipulation, are often used to get the behavior we want from clients, voters and in our case, students. His examples of the collapse of the housing market and the banking industry – where little loyalty and a series of poor decisions made by people who were no longer working for the good of the whole – were all based on self-gratification and manipulation. Each of these industries was solely consumed by their WHAT rather

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than their WHY and they certainly paid no attention to HOW things were done, just as long as they got done. These companies were focused only on results, which in this case was money; a whole lot of it! Yet, Sinek offers a dire and prophetic warning for those who routinely operate without a WHY; you just may become irrelevant.

Even though at times Sinek is repetitive when discussing the *Golden Circle*, there were other nuggets I took from this book. Sinek's first chapter emphasized a concept we have heard before when he discusses the differences between American and Japanese manufacturers in the auto industry – the Japanese clearly begin with the end in mind. This is akin to Stephen Covey's (1989) concept that he explores in his best selling book, *The 7 Habits of Highly Effective People,* and it is something we routinely preach throughout IDI.

Further on in the book, Sinek's discussion of how our limbic brain functions is parallel to the concept of rapid cognition that is also explored by Malcolm Gladwell in *Blink* (2005). Seeing how the philosophies of these three authors overlap gives further validation to their assertions and one can see how these concepts can benefit us in the public safety realm.

Additionally, I truly appreciated Sinek's discussion regarding the importance of building trusting relationships. Sinek (2009) offers, "Trust is not a checklist. Fulfilling all your responsibilities does not create trust… Trust begins to emerge when we have a sense that another person or organization is driven by things other than their own self-gain" (p. 84). Isn't this what being a public safety instructor is all about; helping to keep others proficient and safe? If we keep this cause and belief at the forefront of our minds when designing and teaching our courses, we have a much better chance of bridging the gap of resistance and indifference that students can sometimes bring to the classroom. Sinek points out that by ignoring our WHY, we can inadvertently widen this gap, thus reducing the likelihood that our training will be internalized and transferred to the real world.

In the final chapters, I treasured Sinek's reminder that growth and success can be fleeting and his Walmart example hit home:

> *"In the course of building a business or a career, we become more confident in WHAT we do. We become greater experts in HOW to do it. With each achievement, the tangible measurements of success and the feeling of progress increase. Life is good. However, for most of us, somewhere in the journey we forget WHY we set out on the journey in the first place" (Sinek, 2009, p. 182).*

As teachers and instructors, Let us never forget our WHY. By cracking open the pages of Simon Sinek's *Start with Why,* you can give yourself a powerful reminder that will undoubtedly resonate with the hearts and actions of your students.

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