# Innovation and Leadership: Theory to Practice for Adult Educators

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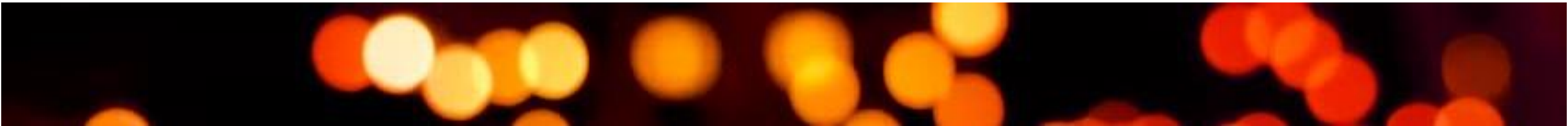
Based on the work of Clayton Christensen and Ed Catmull



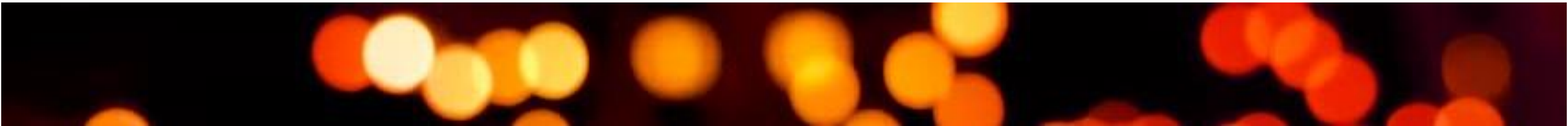
How Many of You are Teachers?

How Many of You are Administrators?

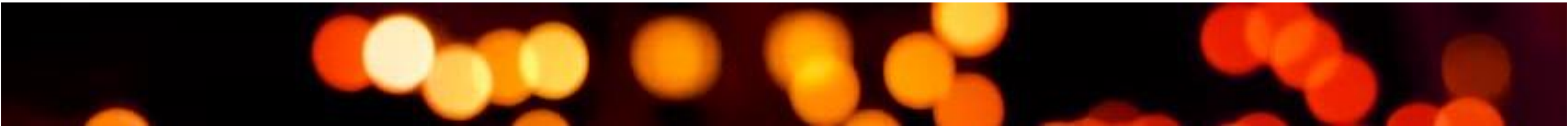
How Many of You are Staff?

How Many of You are Something Else?

How Many of You are Unicorns?

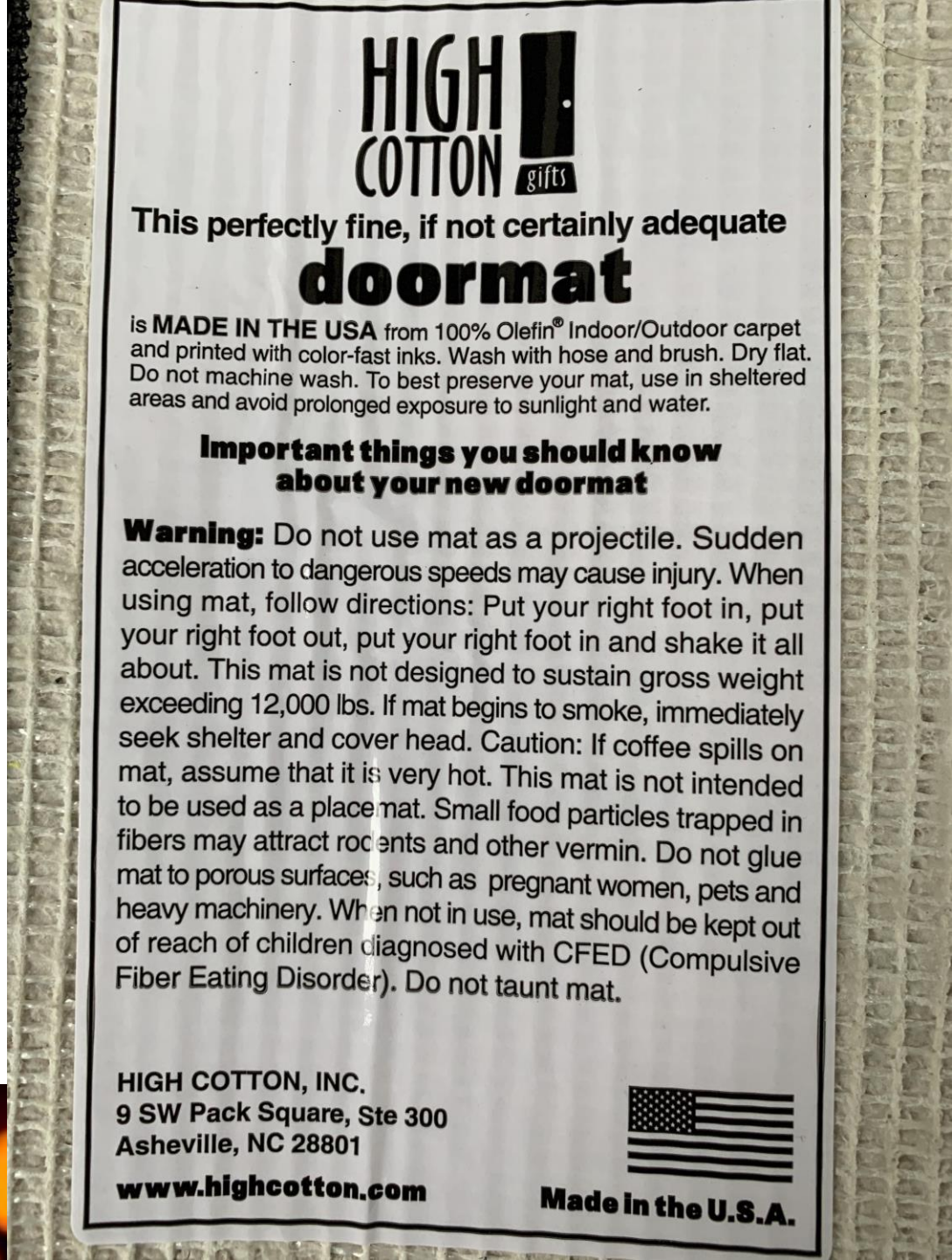


Noticing the unnoticed calls for a peripheral vision where innovators habitually surface new ideas by noticing things at the edge of experience.



# High Cotton, Inc.

# Doormat Label



Creativity is thinking of something new.
Innovation is the implementation of something new.

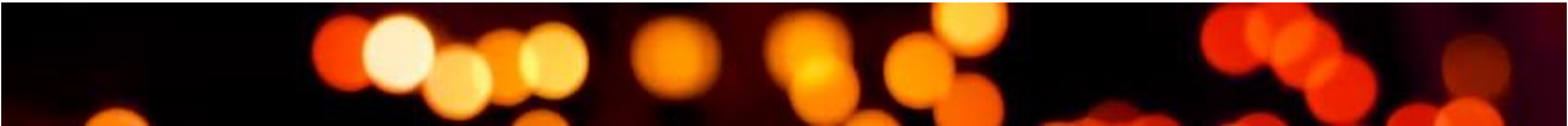
Turning an idea into a solution that adds value from a customer's perspective

# How is Innovation defined?

A process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up market, eventually displacing established competitors.

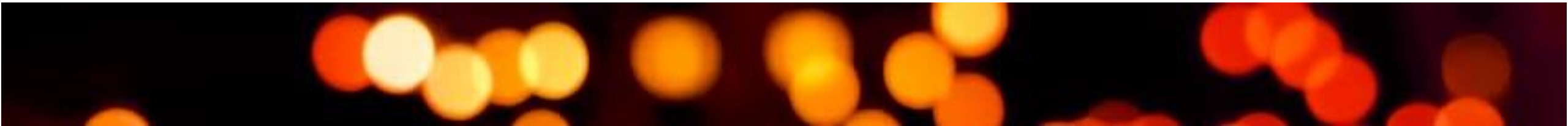
The introduction of new products and services that add value to the organization.

An innovation is a feasible relevant offering such as a product, service, process or experience with a viable business model that is perceived as new and is adopted by customers.

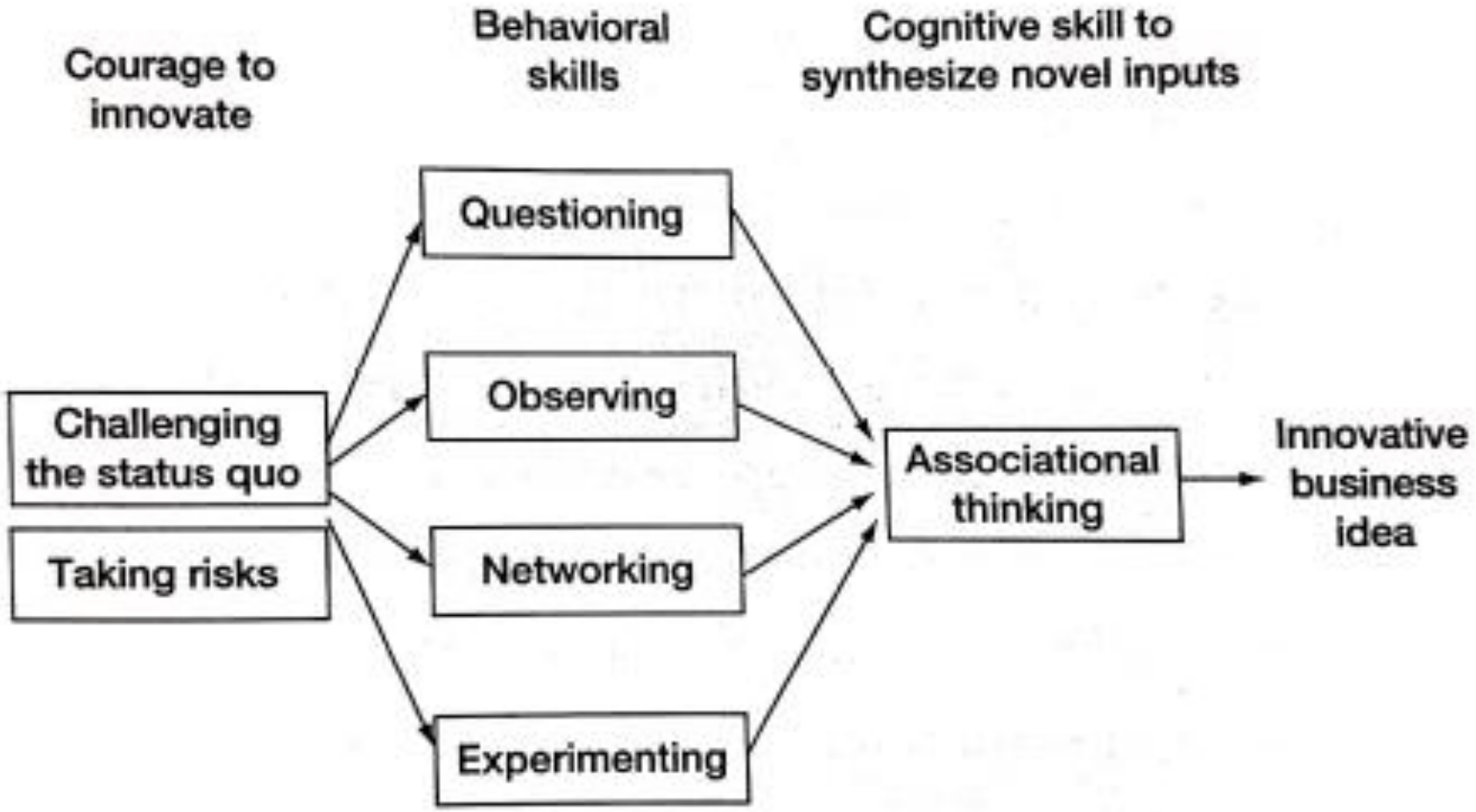


# Education is a Business

# Adult Education is an Economic Driver

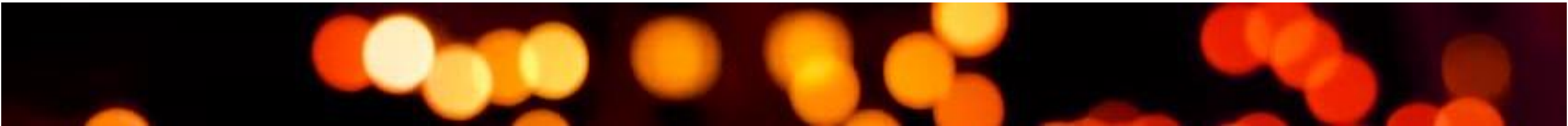


# The innovator's DNA model for generating innovative ideas



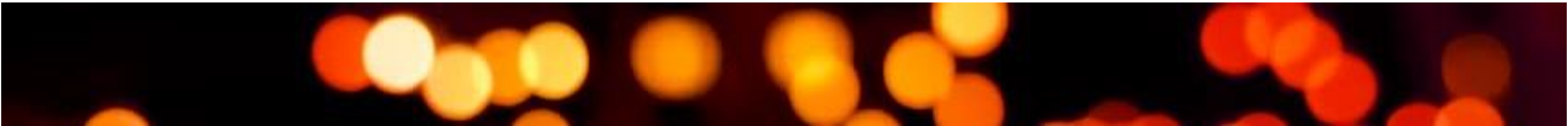
# 5 Skills of Disruptive Innovation

# A.Q.O.N.E.



# Skill #1 - Associating

The ability to make surprising connections across areas of knowledge, industries, and geographies.



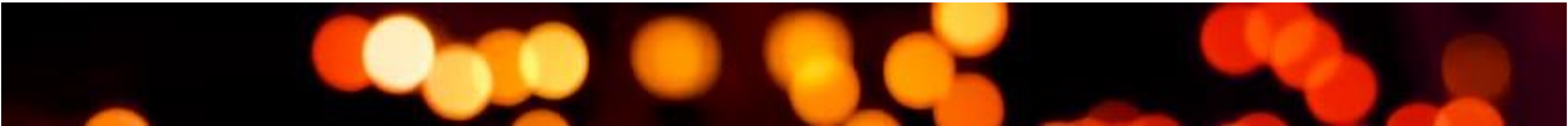
# Skill #1 - Associating

https://www.youtube.com/watch?v=K05lRdL9d4k

# Force New Associations

The more random associations you can link to your work and other issues you are working to solve, the more ideas you will generate.

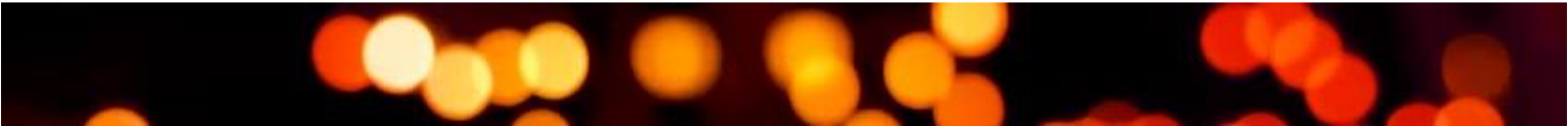
| Unsolved Problem | Unrelated Random Item or Idea | Potential Associations |
|---|---|---|
| Need more CASAS proctors | Local college is looking for internship options for students | College students could be trained as proctors |



# Take on the Persona of a Different Agency

Dedicate a few minutes of a meeting to “disruption” and generate ideas of how other agencies do things.

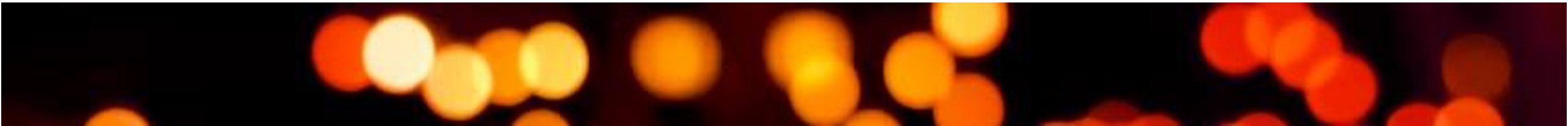
- Healthcare services have Social Workers … Adult Education needs someone to navigate a complex industry and provide resources for students.



# Generate Metaphors

Create a list of “What If” statements that link ideas

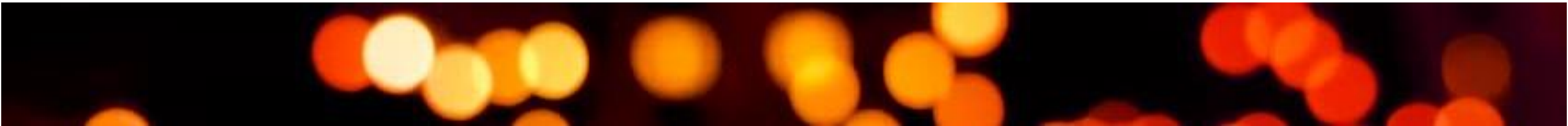
| What If . . . | Possible New Feature or Benefit |
|---|---|
| My school developed a 100% Distance Learning policy? | We could reach remote sections of our service area. |
| Adult Education classes were offered on Saturday mornings? | Students who work Monday thru Friday could attend classes |



# Build Your Own Curiosity Box

Start a collection of odd things that can be used to generate ideas:

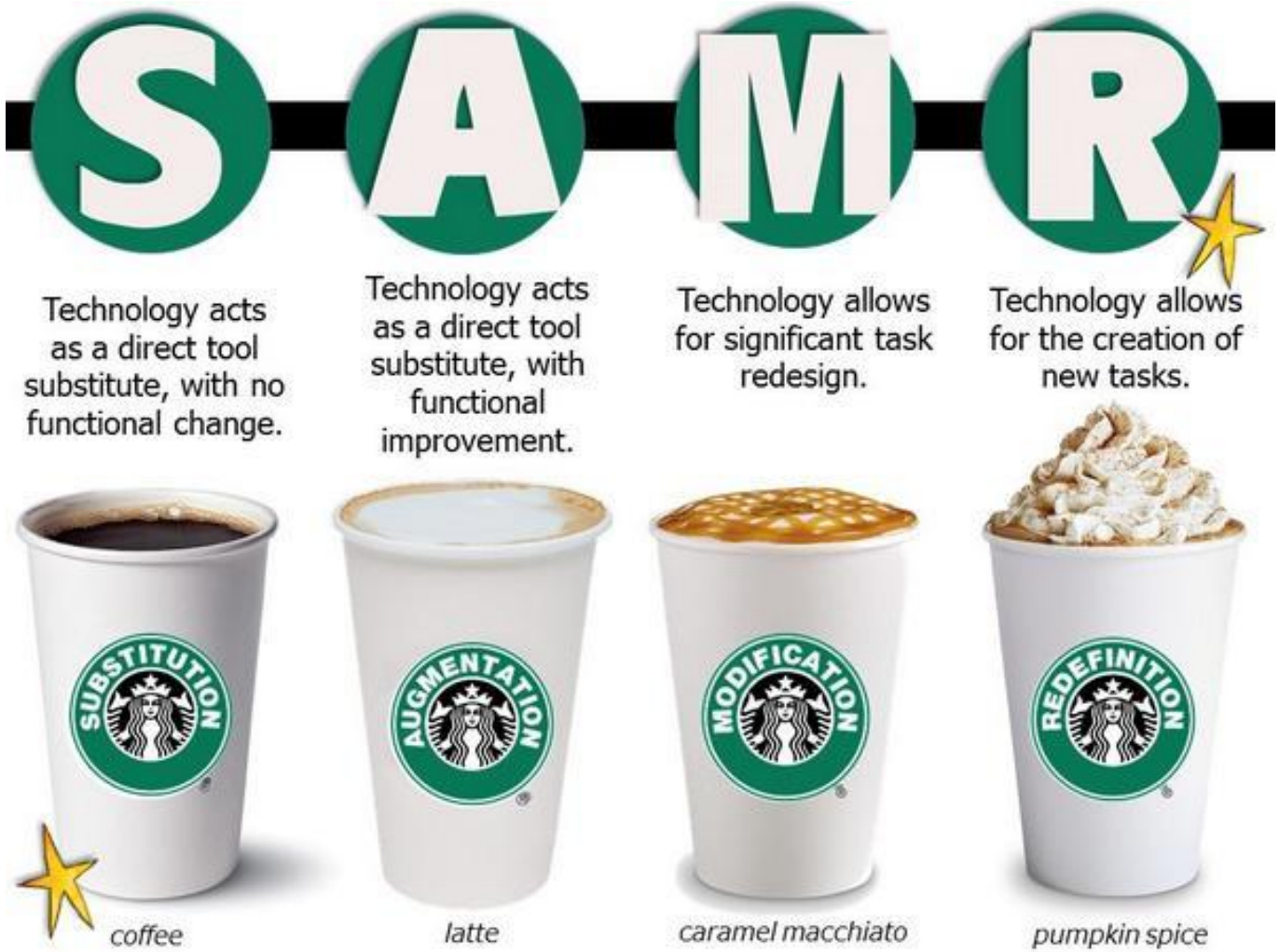
- Slinky = Spiraling of Curriculum
- Lego = Building new pathways or programs
- Puzzles = Connect new ideas



# Models of Implementation

# SAMR Model

*Models of Implementation*



# SAMR Model



## **Substitution**: Same Task, New Technology

At the **Substitution Level**, you are substituting a cup of coffee that we could make at home or school with a cup of coffee from Starbucks. It's still coffee: there's no real change.

- ✓ Reading a book on the **iPad** would be considered substitution, as you are simply substituting a handheld book for a digital book.

- ✓ Taking notes or writing an essay using **Google Docs** or **Evernote** instead of using paper and pencil are other examples of substitution.

Although these activities engage students and enhance learning, the level of tech integration is low: teachers are just substituting technology for things you could do without technology.

https://www.edsurge.com/n/2015-02-06-a-guide-for-bringing-the-samr-model-to-ipads

# SAMR Model

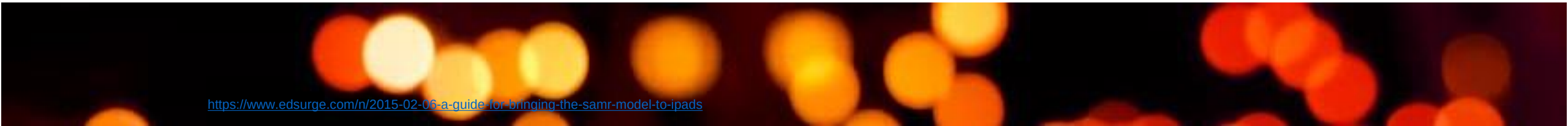


## **Augmentation**: Improve the Task with New Features

At the **Augmentation Level**, you are taking regular coffee and making it better by adding ice, or a little cinnamon on top. We didn't change the coffee, but it tastes better because we augmented and enhanced it with additional ingredients.

- ✓ With a digital book, students can **click on a word and get a definition**, synonym, or a link that may take them to more information about that subject area.
- ✓ While writing, students can **highlight a word, spellcheck, customize and format font**.
- ✓ **Skitch/Evernote** or **PicCollage** are apps that allow you to augment learning by annotating images. Students can find objects in the classroom, take pictures, then label their work, whether it be math, word work, or science.
- ✓ Using a **Video App** students could complete a **fluency boot camp**, where they would record themselves reading a passage, and play it back checking for fluency and expression.

Although these examples enhance learning, the tasks do not change.



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# SAMR Model

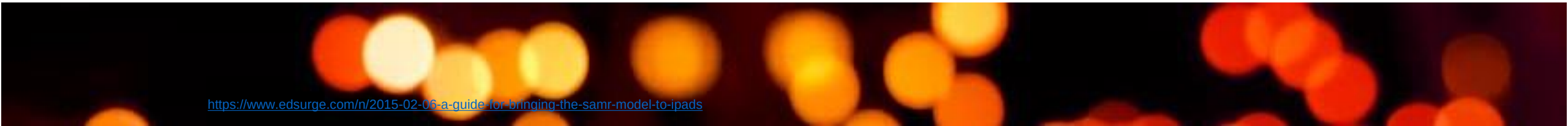


## **Modification**: Changing the Task

At the **Modification Level**, we add some bells and whistles to the augmented coffee. We add a little whipped cream, caramel, and some special flavoring, and we now have a salted caramel mocha with a fancy design.

- ✓ At this level, technology allows for significant task redesign, like collaborating in real-time using **Google Drive**.
- ✓ Students are motivated to write for their peers and engage with a global network.
- ✓ To use technology to modify learning, we add multimedia through video, sound and audio.
- ✓ Students could create a soundtrack in **Garageband** for a multimedia presentation.
- ✓ Students could use **iMovie App** to create **iMovie Book Trailers**, or digital stories using the **Videolicious App.**

Modification involves changing the task, and personalizing the project.



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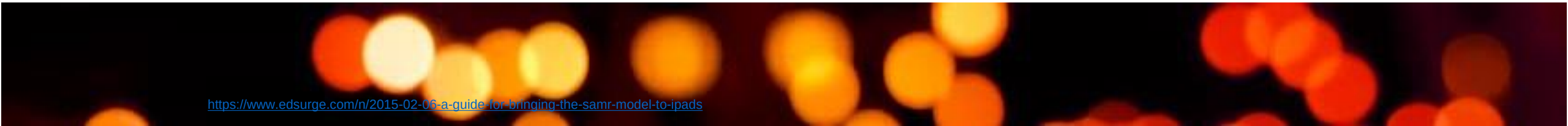
# SAMR Model



**Redefinition: A Whole New Task**

Finally, at the **Redefinition Level**, we are ordering a pumpkin spice latte, redefining a regular cup of coffee to something you can only get at Starbucks. We are completing a task that cannot be done without the use of technology. This is the same as higher order thinking levels in Bloom's Taxonomy like analyzing, creating, and evaluation.

- ✓ The students are researching, sharing, collaborating, and connecting with not only their classrooms but with classrooms around the world.
- ✓ They are generating questions, and exploring topics and content using current technologies.
- ✓ Teachers are using virtual book club discussions through **Hangouts**, taking **Virtual Field Trips** to the White House, or talking with experts in the field via **Google Connected Classrooms.**
- ✓ Students are developing mapping, critical thinking, and problem solving skills through **Mystery Skypes**, completing collaborative writing through **Google Docs,** and connecting to the world through social media like **Twitter**.
- ✓ Students are using **iBook Author**, or **Storybook Maker** to create their own digital books are more ways students can reach redefinition levels.



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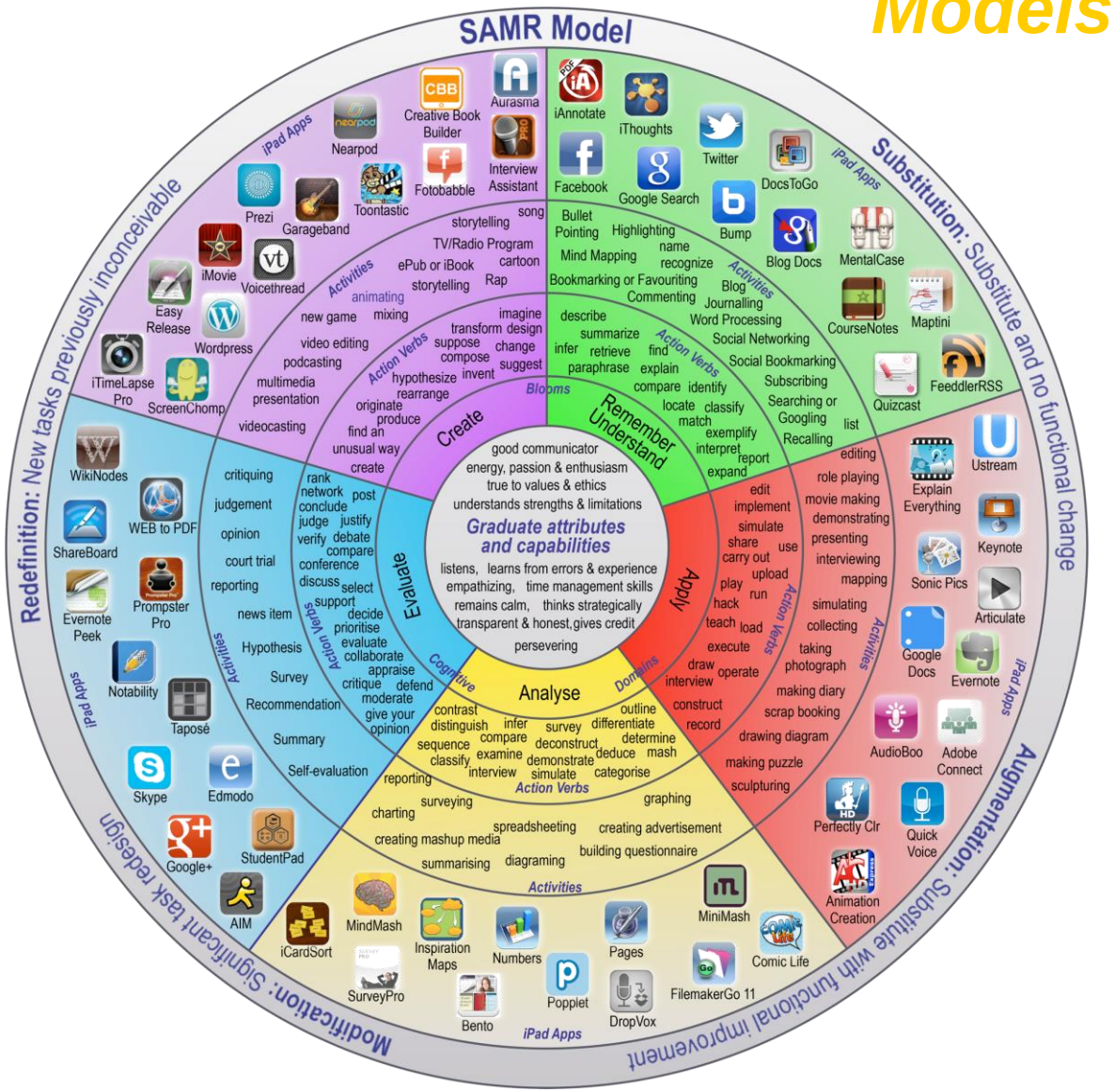
# SAMR Model

**Models of Implementation**

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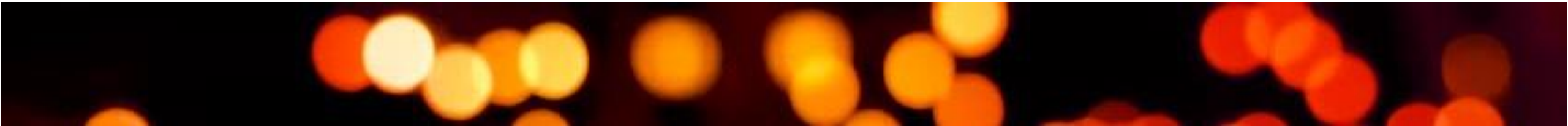
# Skill #2 - Questioning

Asking a lot of questions is the key to generating powerful solutions to problems.



# Skill #2 - Questioning

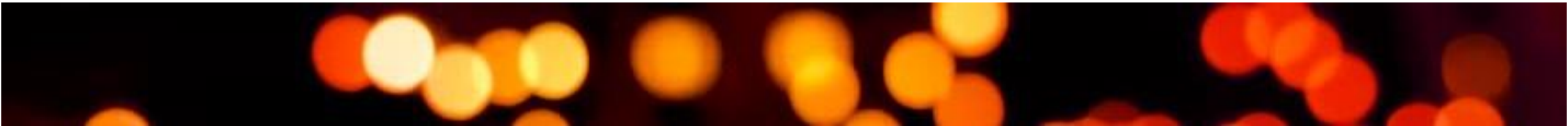
https://www.youtube.com/watch?v=cOTEzb0GzLs

# Ask “What Is” Questions

What is our goal?
What is our expected outcome?
What is accomplished if we . . .
What is most important?
What is the real problem?
What is the cause of . . .
What is . . .

# Ask “What Caused” Questions

What caused our lower ABE enrollment?
What caused reduced CASAS outcomes?
What caused CNA students to drop out?
What caused . . .



# Ask “Why” and “Why Not” Questions

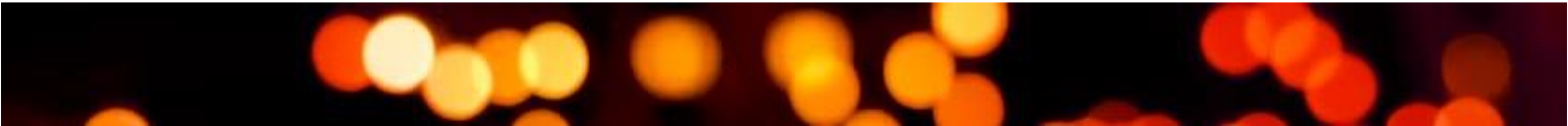
Question the Norm:

- Why do we open at 2pm?

  Why not open earlier?

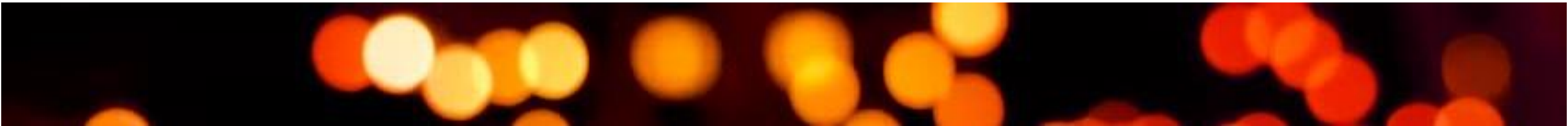
- Why do we only offer CASAS testing on Tuesdays?

  Why not offer testing on multiple days?



# Ask “What If” Questions

- What if our school had a full-time transition counselor?
- What if we offered more blended learning opportunities?
- What if we partnered with a local employer to offer on-site classes?
- What if we could reach every single person who needed adult ed?
- What if we lost all our funding? How would we stay open?



# Engage is Question Storming

Dedicate time during a meeting to generate random questions about 1 aspect of your program.

Generate at least 50 questions about the topic.

Everyone should contribute at least one question.

Prioritize the list, and discuss possible solutions.

# Cultivate Question Thinking

Generate 3 statements about your agency.

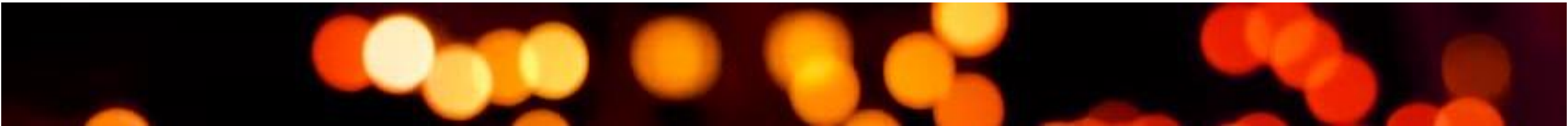
Turn the statements into questions.

Discuss solutions to the questions.

Example:

S: We have the best CNA program in the region.

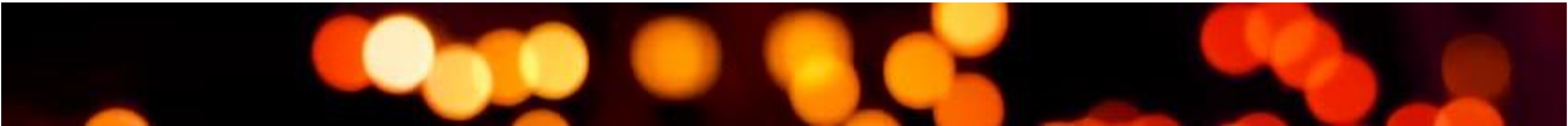
Q: What would we do if our CNA program lost students?

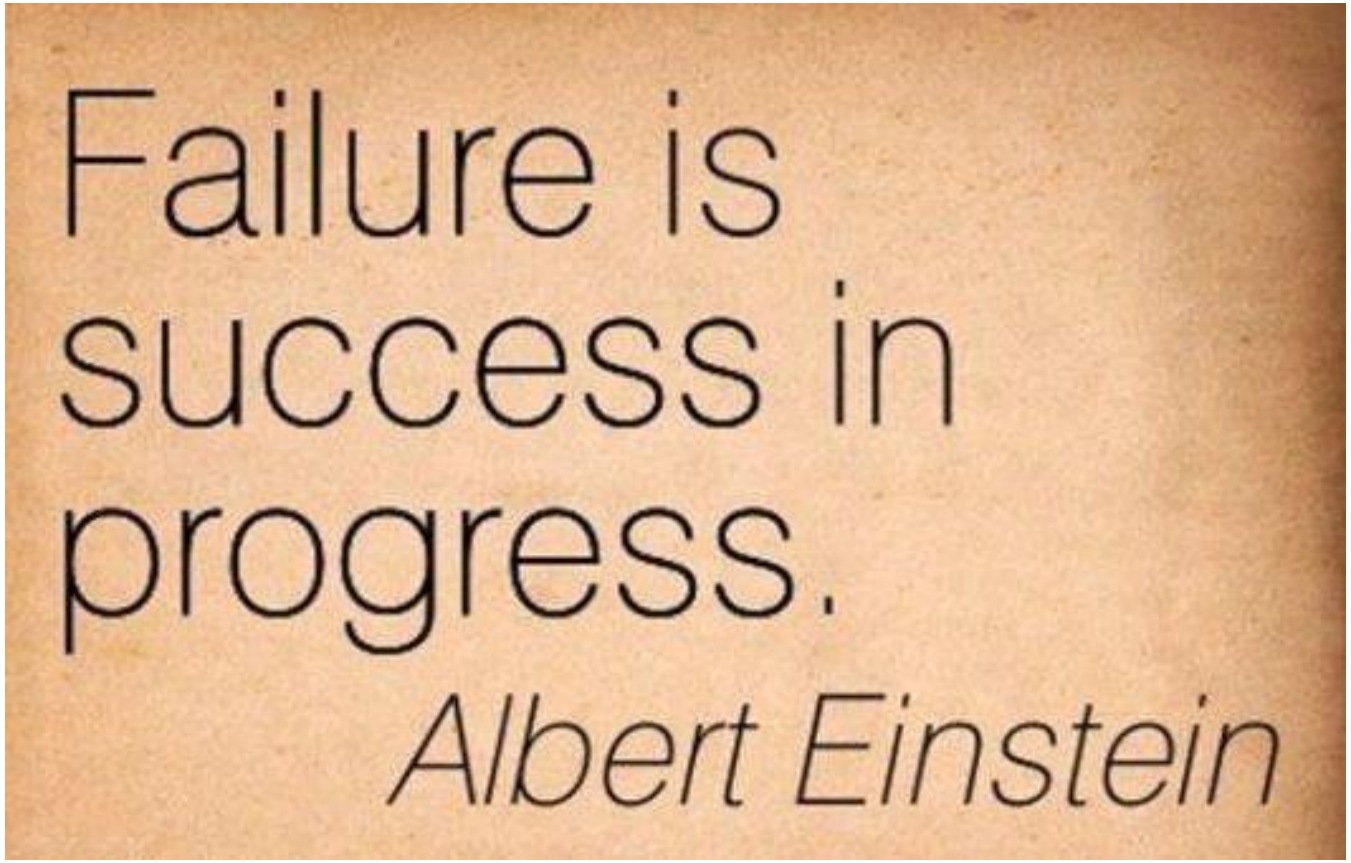


# Track Your Q/A Ratio

You should be asking more questions than finding answers!

Thomas Edison famously said, “I have not **failed**. I've just found 10,000 ways that won't work.”




Failure is
success in
progress.
Albert Einstein

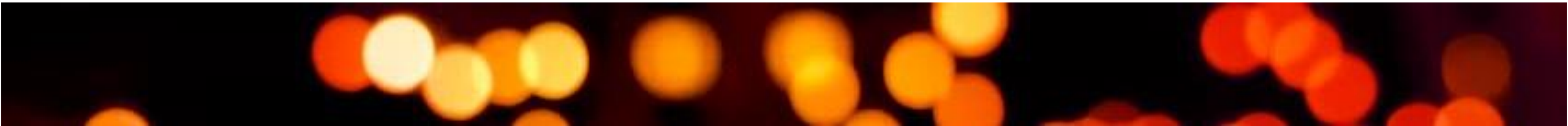
# Keep a Question-Centered Notebook

What are your question patterns? What kinds of questions do you ask the most?

What questions yield unexpected insights into the way things are?

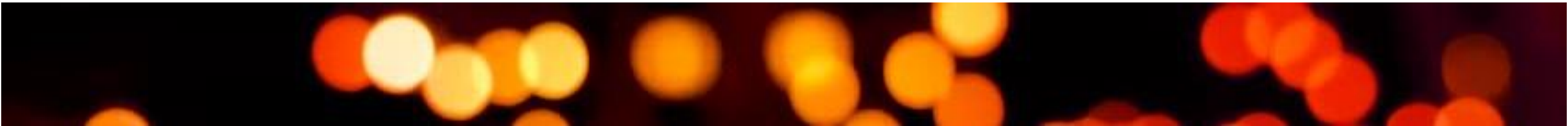
How often do your questions challenge the status quo?

Do your questions generate an emotional response?



# Skill #3 - Observing

Connect common threads across unconnected data.



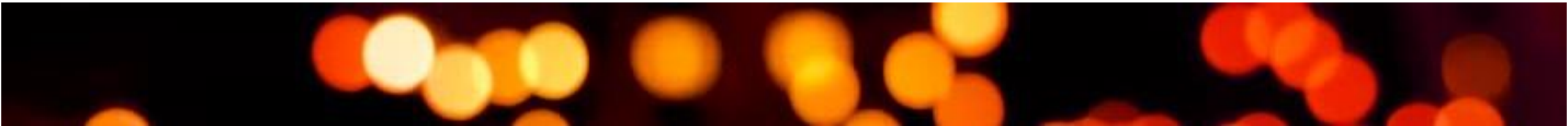
# Skill #3 - Observing

https://www.youtube.com/watch?v=CKaI6swfrFY

# Look for “Vuja De”

The opposite of Deja Vu

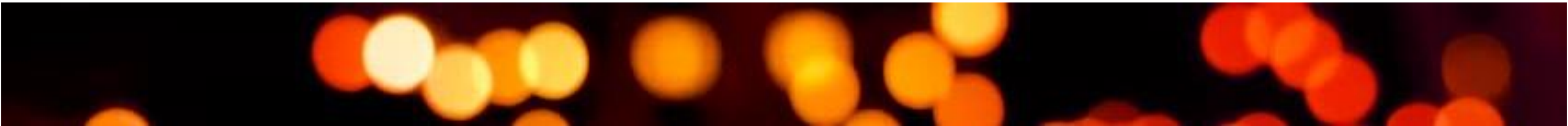
A sense of seeing something for the first time, even if you have actually seen it many times!



# Observe Your Customers

First, however, identify your customers! Are they students? Teachers? Administrators? Community Stakeholders? Employers? Or all of them!

How do your customers become aware of your services?
What benefit do your customers expect?
What is the most important feature your customer expects?
How do your customers interact with your service?
How can you streamline your service to meet your customers' needs?
What frustrates your customer?

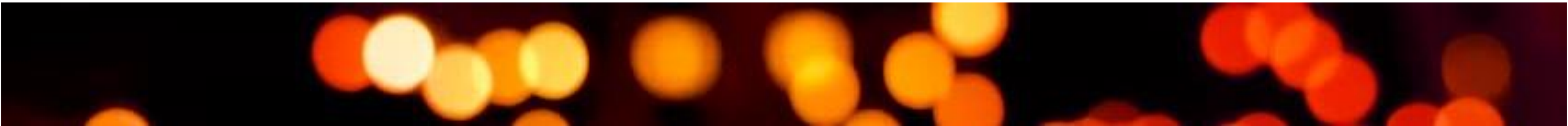


# Observe Your Competitors

Visit other agencies in your community.

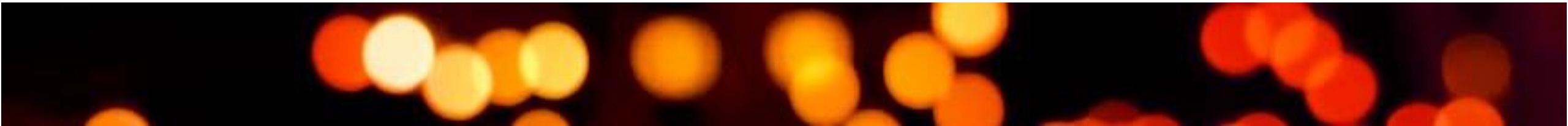
Look at:

- How they address customer needs
- How they are different
- How they challenge the norms
- How they succeed in ways your agency doesn’t



# Observe Whatever Makes you Think

Really bad ideas often lead to really good ones!



# Observe with All Your Senses

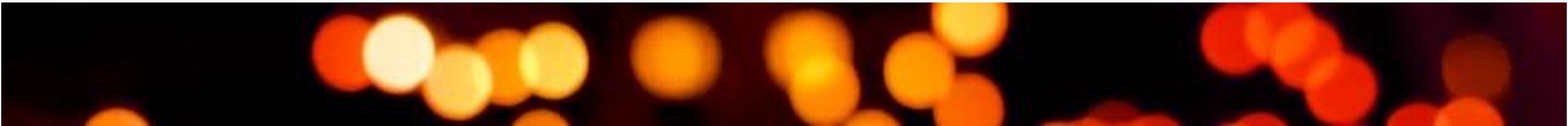
We often observe with our eyes . . . Don’t forget to use your other senses also!

# If you focus too much on the problem, you might miss the answer.

# Skill #4 - Networking

Link the ideas in your area of knowledge with those of others who play in different boxes . . .

outside your sphere.



# Skill #4 - Networking

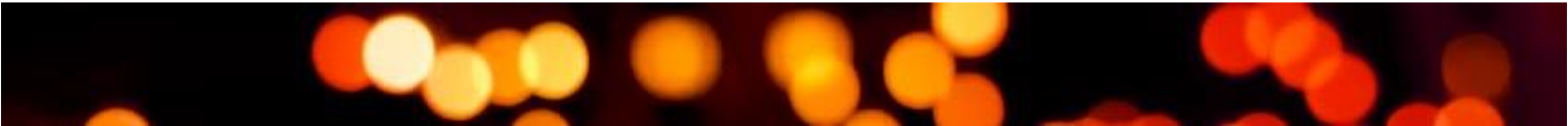
https://www.youtube.com/watch?v=S23Y_3UwAB4

# Expand the Diversity of Your Network

People connected to groups beyond their own can expect to find themselves delivering valuable ideas.

Build a bridge into a different area of knowledge.

Interact with people who you normally don’t interact with.

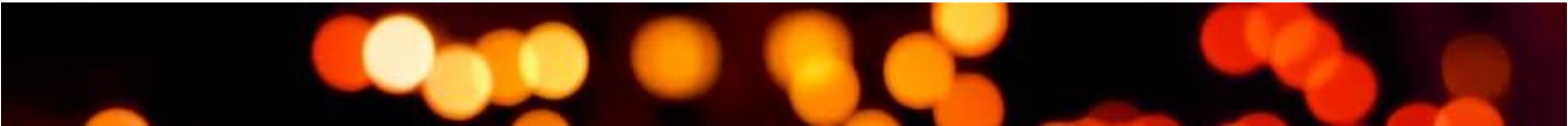


# Start a “Mealtime Networking” Plan

NAWB holds regular “consultant guild” lunch calls, where consultants from around the country share “the buzz” with each other.

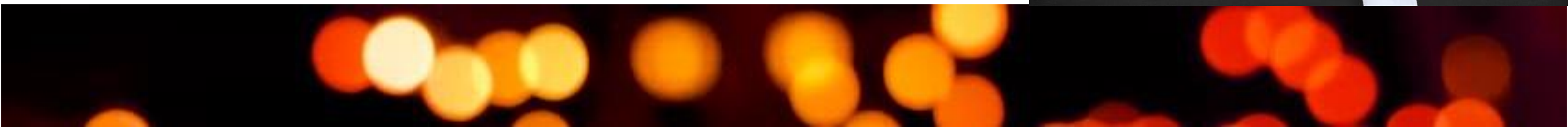
# Plan to Attend at Lease 2 Conferences Next Year

Find local meetings that are “Venn To You” . . .



# Start a Creative Community

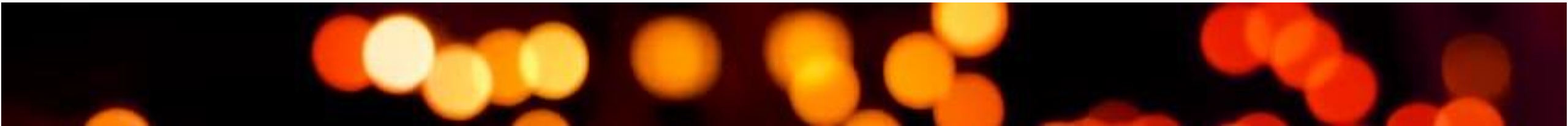
Educators call this PLCs (Professional Learning Circles), but you can expand beyond your own profession.



# Invite an Outsider

Invite people outside your agency to join staff meetings, and present on their needs, pain points, and stressors of their industry.

Then Question Storm!

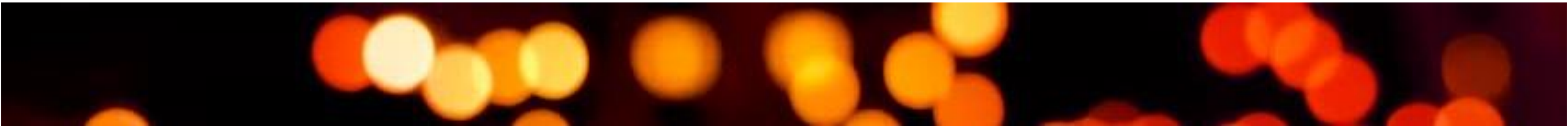


# Cross-Train with Experts

Don’t be afraid to learn what you don’t know!

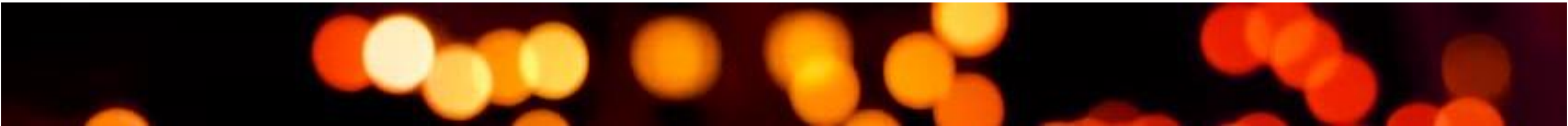
Every community has experts who are willing to share their knowledge:

- Workforce Boards
- Library Literacy Programs
- Economic Development Boards
- Chambers of Commerce
- Unions
- You tell us!



# Skill #5 - Experimenting

Actively try out new ideas by creating prototypes and launching pilot tests.



# Skill #5 - Experimenting

https://www.youtube.com/watch?v=l41pEGDdzx8

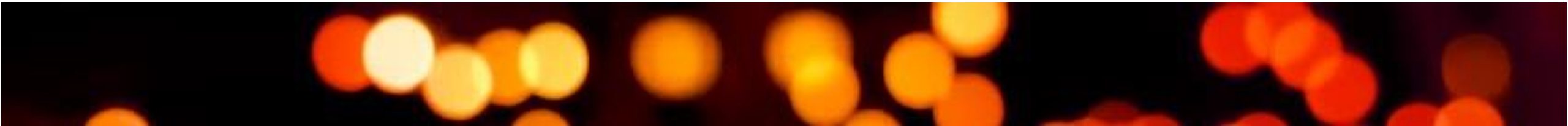
# Cross Physical Borders

Diversity of experience leads to divergent thinking.

Visit agencies in areas where you normally don’t go.

Attend conferences in cities that are new to you.

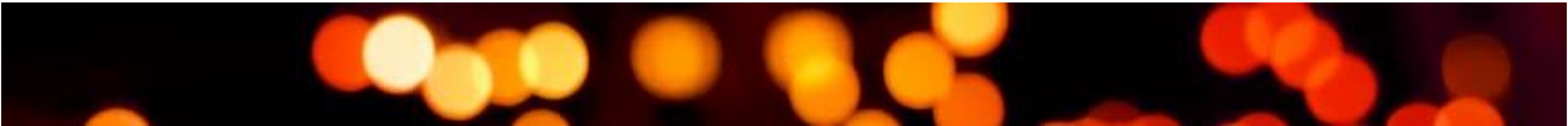
Experience cultures that stretch your mind.



# Cross Intellectual Borders

Join list serves that provide new and different ideas in adjoining markets.

Read about your profession in publications from other countries. What do Adult Education teachers focus on in South Africa? Korea?

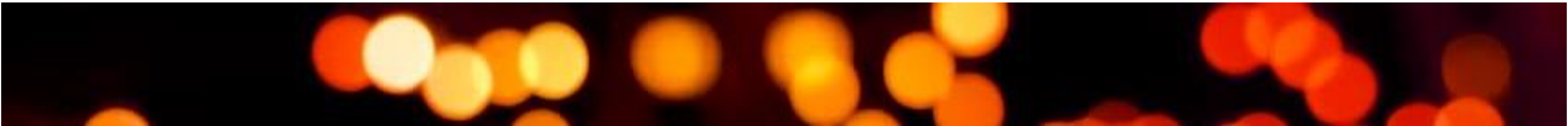


# Develop a New Skill

We spend our days coaching our students to develop new skills that will allow them to be successful in their academic and career pathways. Do we do the same?

Get your Microsoft Office Suite certification!

Get your Google certification!



# Disassemble (or Deconstruct) a Product

Please hold . . . More on this in the next section!

# Build Prototypes

Please hold . . . More on this in the next section!

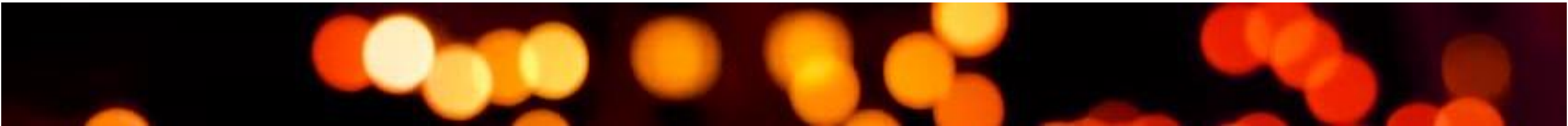
# Regularly Pilot New Ideas

Please hold . . . More on this in the next section!

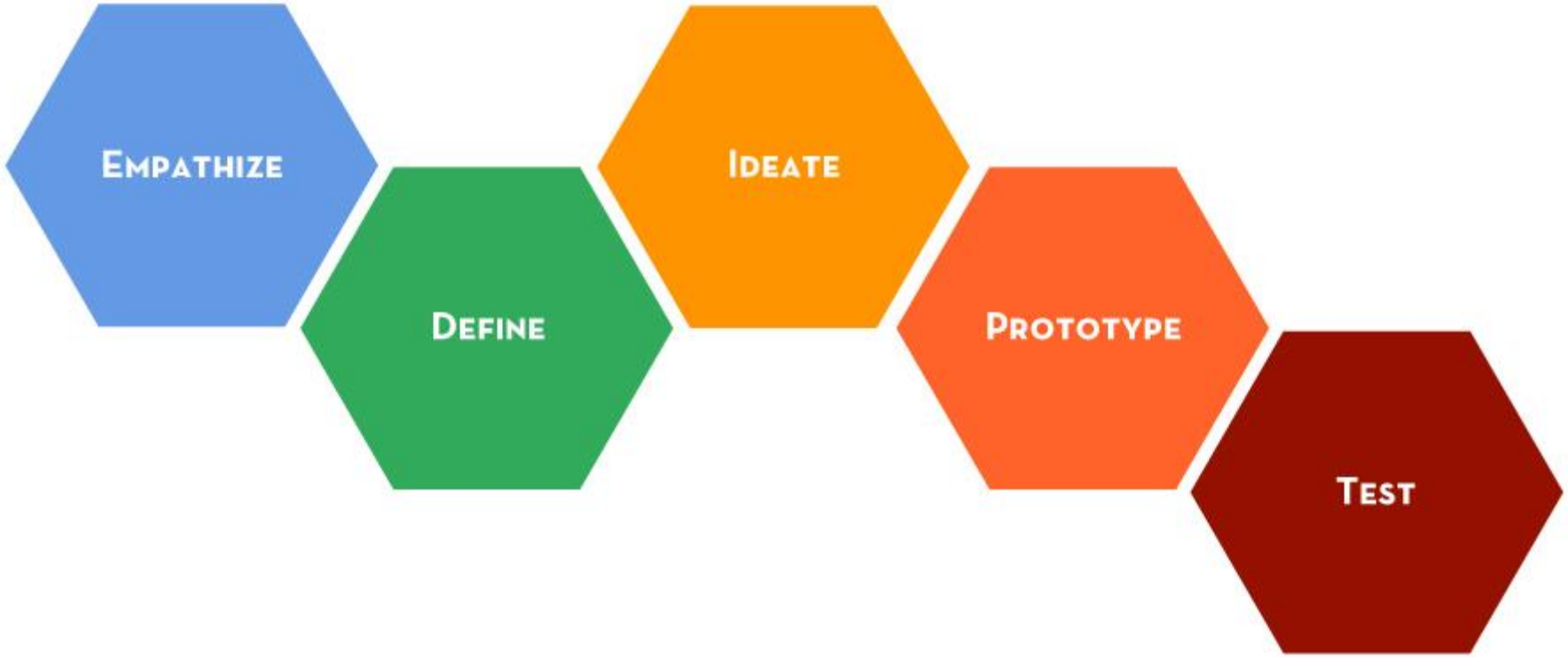
# Go Trend Spotting

Actively seek out information on new ideas in Adult Education

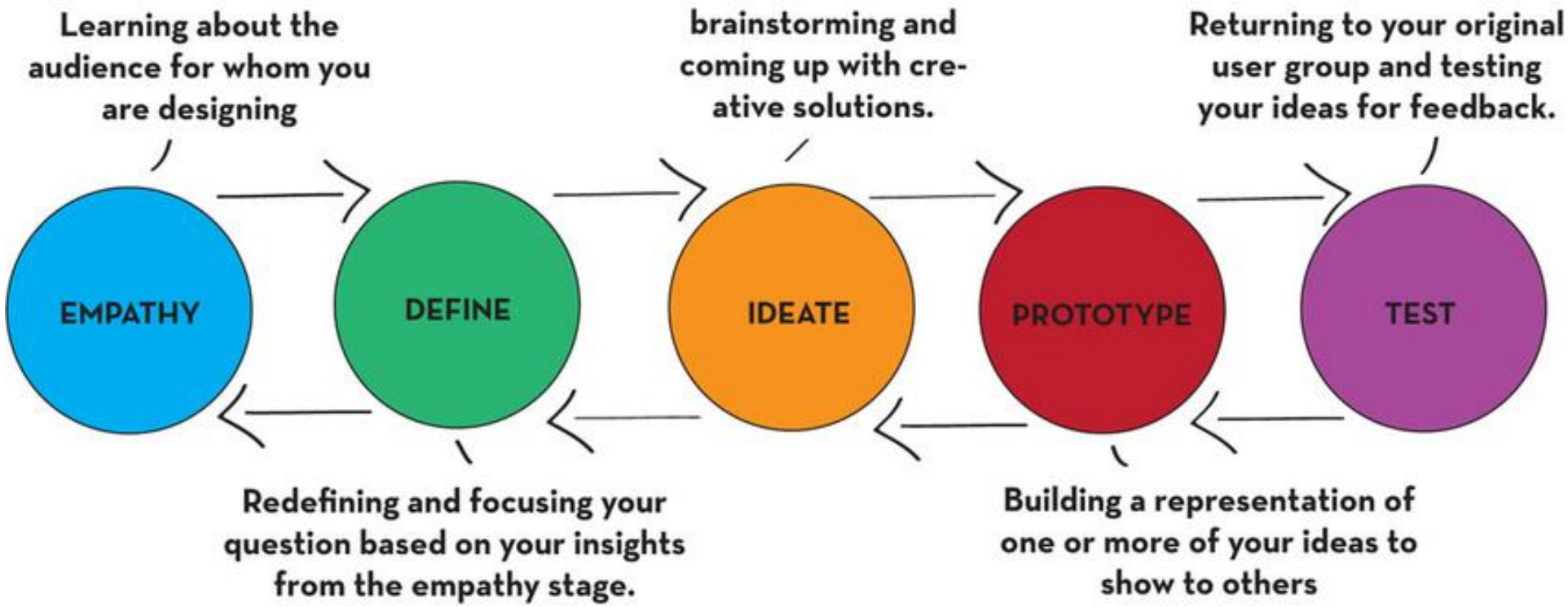
- LINCS
- COABE Journal
- TESOL
- CWA
- NAWB
- AAACE



# Customer (Human)-Centered Design



# Customer-Centered Design



# What's a TEGL?

## *WIOA: Customer-Centered Design*

**EMPLOYMENT AND TRAINING ADMINISTRATION ADVISORY SYSTEM**
**U.S. DEPARTMENT OF LABOR**
**Washington, D.C. 20210**

CLASSIFICATION
WIOA Governance
CORRESPONDENCE SYMBOL
ETA - OWI
DATE
April 15, 2015

**ADVISORY:** TRAINING AND EMPLOYMENT GUIDANCE LET
OPERATING GUIDANCE for the WORKFORCE IN
OPPORTUNITY ACT (referred to as WIOA or the O

**TO:** STATE WORKFORCE AGENCIES
STATE WORKFORCE ADMINISTRATORS
STATE WORKFORCE LIAISONS
STATE AND LOCAL WORKFORCE BOARD CHAIRS

**FROM:** PORTIA WU /s/
Assistant Secretary

**SUBJECT:** Workforce Innovation and Opportunity Act Transition Au
Implementation of Governance Provisions

1. **Purpose.** This guidance clarifies the governance-related activities that
complete by July 1, 2015, which is the beginning of Program Year 201
an orderly transition to the Workforce Innovation and Opportunity Act
Additionally, this guidance summarizes other governance-related activi
Department encourages States to complete as soon as possible, but are
1, 2015.

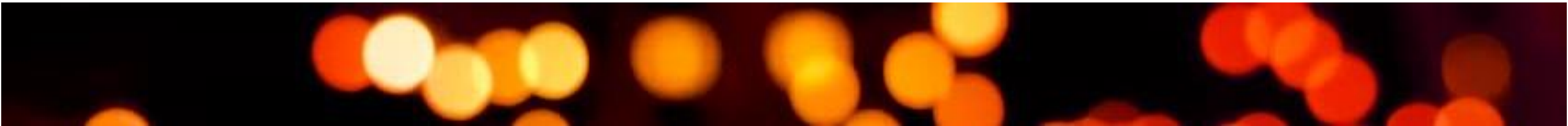
WIOA was signed into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the g
WIOA supersedes the Workforce Investment Act of 1998 and amends t
and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation
general, the Act takes effect on July 1, 2015, the first full program year
unless otherwise noted.

The Departments of Labor and Education are working to publish a set o
implementing WIOA. On April 9th, the Federal Register posted five No
Rulemaking (NPRMs) implementing the Opportunity Act on its Web si
inspection, https://www.federalregister.gov/public-inspection, which of
documents scheduled to publish soon in the Federal Register. The NPR
published in the Federal Register on April 16th. Comments should be s
accordance with the process outlined in the NPRMs, including by visiti
http://www.regulations.gov. The comment period will be open for 60 d
June 15, 2015.

| RESCISSIONS | EXPIRATION DATE |
|---|---|
| None | Continuing |

The State Board represents a wide variety of individuals, businesses, and organizations throughout the State. WIOA is designed to help job seekers and workers access employment, education, training, and support services needed to succeed in the labor market and to match employers with the skilled workers needed to compete in the global economy. Further, the State Board must take a leadership role to ensure that the one-stop system in each State is customer driven, for both job seekers and employers. This effort includes aligning federal investments in job training, integrating service delivery across programs, and ensuring that the workforce system is job-driven and matches employers with skilled individuals.
The State Board will serve as a convener of State, regional, and local workforce system partners to enhance the capacity and performance of the workforce development system; align and improve employment, training, and education programs, and through these efforts, promote economic growth. As a strategic convener, the State Board promotes partnerships and engages key stakeholders. This role can only be accomplished if each State Board

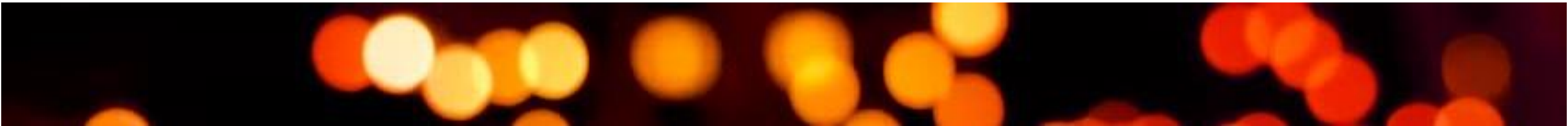
Local Boards may establish standing committees that include individuals who are not formal members of the board, but who have expertise to advise on issues that support the board's ability to attain the goals of the State, local and regional plans, and the objective of providing customer focused services to individuals and businesses. Standing committees must be chaired by a member of the Local Board.



## Customer-Centered Design

Human-centered design is a creative approach to problem solving and the backbone of work at www.IDEO.org.

It's a process that starts with the people you're designing for and ends with new solutions that are tailor made to suit their needs.



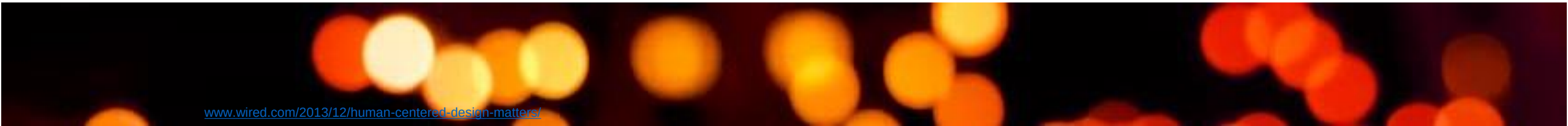
# Customer-Centered Design

**Ask The Right Questions**

- Most people ask the wrong questions. Questions need to be customer-centered:

  "How can we help busy families access our services?"

  "How can we reduce frustration during the intake process?"

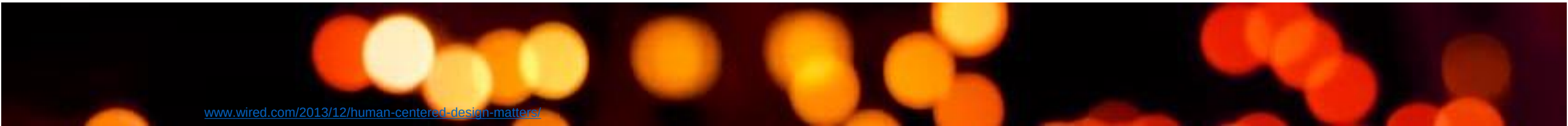


# Customer-Centered Design

**Get Out From Behind Your Desk**

- To stay innovative you need to stay inspired. Despite the plethora of information available behind the comfortable confines of your computer screen, you risk mental stagnation when you fall into predictable routines.

- Get out into the world and into the contexts that people are using your services– you'll be surprised how quickly unexpected opportunities are revealed.

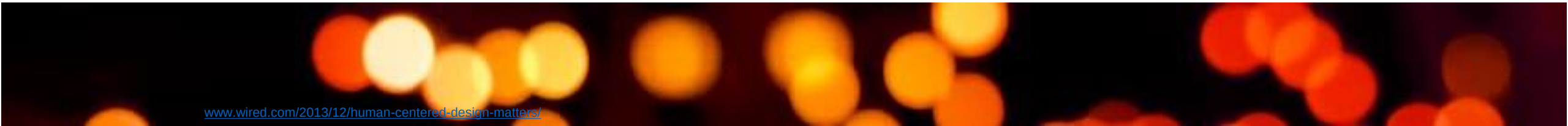


www.wired.com/2013/12/human-centered-design-matters/

# Customer-Centered Design

**Make User Feedback Routine**

- We are all under pressure. BUT, there's no substitute for the nuance and depth of insight that can come from an in-person conversation.
- It doesn't have to be a formal or lengthy process.
- Ask participants to verbalize their thought process as they use it. Try not to correct the participant or defend your prototype and answer their questions with questions.



# Customer-Centered Design

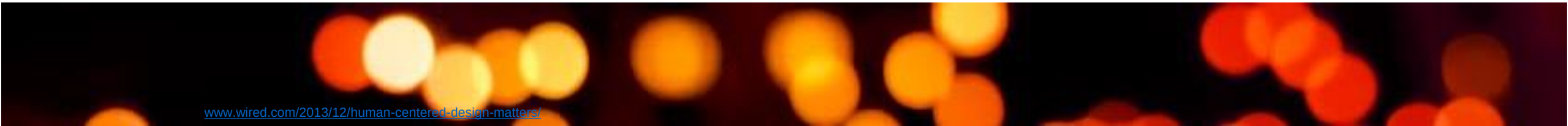
**Think of Design as a Team Sport**

- Force yourself to articulate your ideas to someone else in words or sketches, you are inadvertently advancing your thinking.

- Collaboration inevitably bring different frames of reference and fresh thinking to the problem, which the work.

- It's important to cultivate a shared ownership of ideas. When a new idea arises, it's the team's idea, not an individual's.

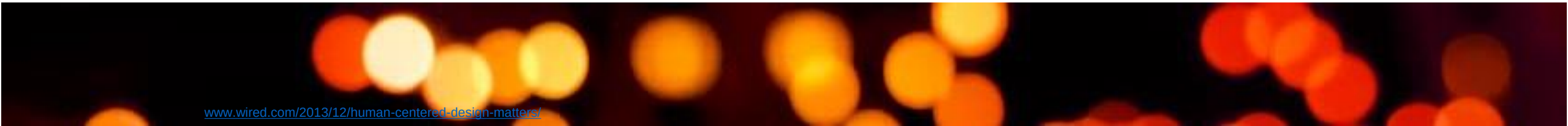
- Simple shifts in language go a long way — use inclusive language like "we" and "our" rather then "my" and "mine."



# Customer-Centered Design

**Build Minimum Viable Prototypes**

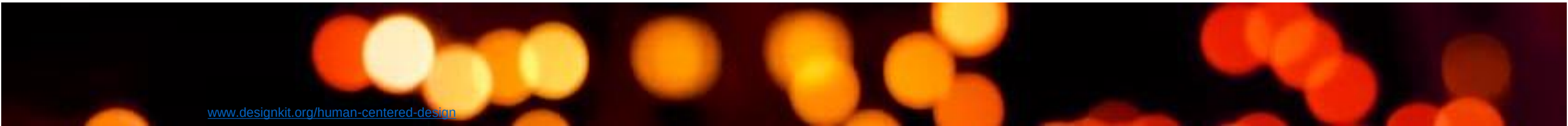
- The concept of the minimum viable product (MVP) has become near doctrine in the startup world.
- Before you launch your MVP, think about what prototypes you can create cheaply to address your biggest assumptions.
- Then test, iterate, test again and repeat.



# Customer-Centered Design

**Customer-Centered Design Consists of Three Phases**

- **Inspiration Phase**: Learn directly from the people you're designing for as you immerse yourself in their lives and come to deeply understand their needs.
- **Ideation Phase**: Make sense of what you learned, identify opportunities for design, and prototype possible solutions.
- **Implementation Phase**: Bring your solution to life. And you'll know that your solution will be a success because you've kept the very people you're looking to serve at the heart of the process.

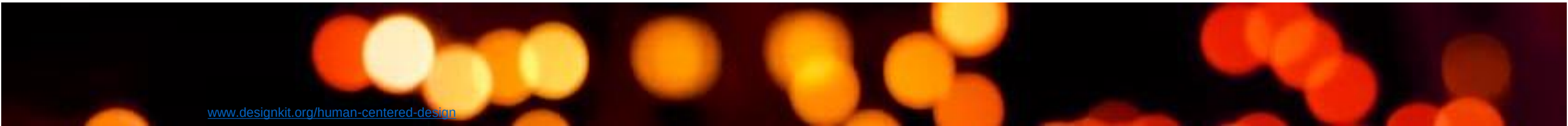


# Customer-Centered Design

- **Customer-centered design is a creative approach to problem solving.** It's a process that starts with the people you're designing for and ends with new solutions that are tailor made to suit their needs.

- Customer-centered design is all about:
  - **building a deep empathy** with the people you're designing for;
  - generating tons of **ideas**;
  - building a bunch of **prototypes**;
  - **sharing** what you've made **with the people you're designing for**;
  - and eventually putting your **innovative new solution** out in the world.

**"You have to feed forward if you want feedback." – Matt Kahn**



# Examples of Customer-Design

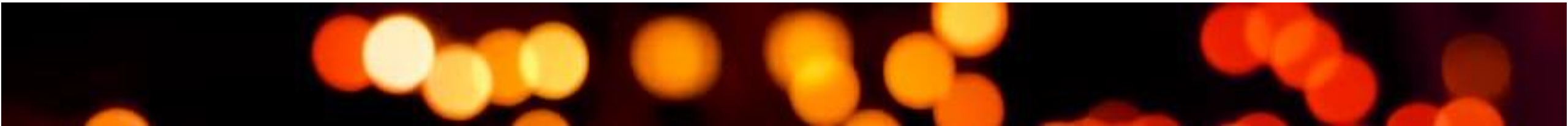
- ✓ Swiffer
- ✓ Tempur-Pedic
- ✓ NBC's Today Show
- ✓ IKEA's 2025 Kitchen
- ✓ Apple's First Mouse
- ✓ Stand-Up Toothpaste Tube
- ✓ Bank of America: Keep the

TEMPUR-PEDIC®

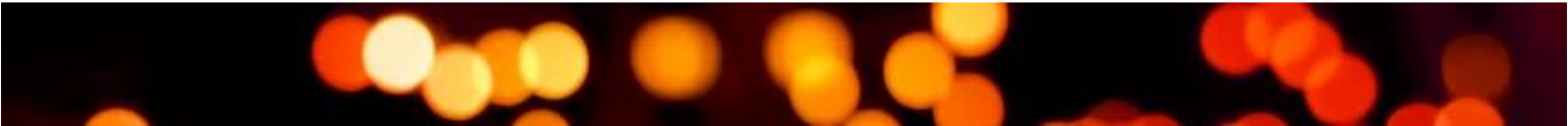
TODAY

# So . . .

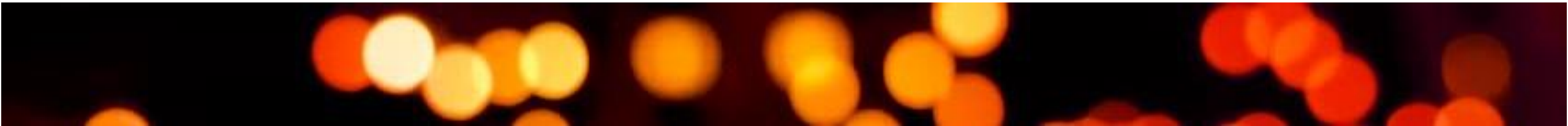
# What does all of this have to do with INNOVATION??



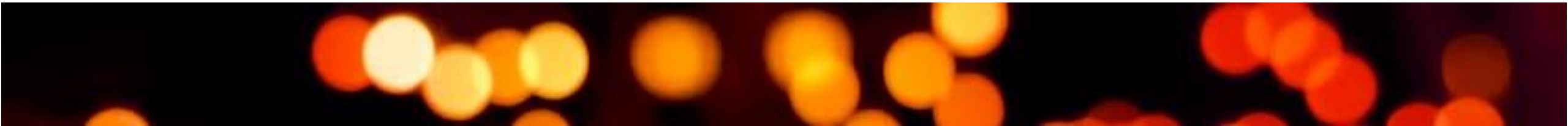
# Follow this logic:



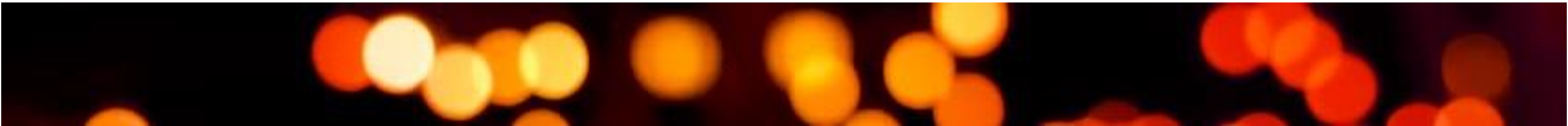
Mistakes aren’t a necessary evil; they are an inevitable consequence of doing something new.



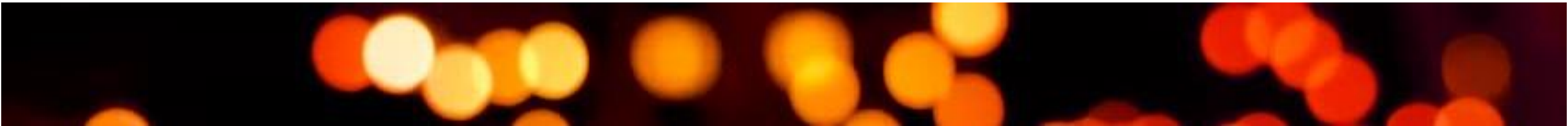
Failure is a manifestation of learning and exploration and should be used as an agent of learning; not as a weapon.



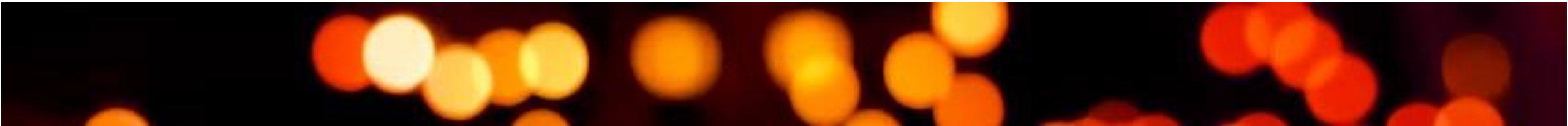
Requirements, however, often make failure impossible, as job pressure focuses on all things being controlled, and for people being in control.



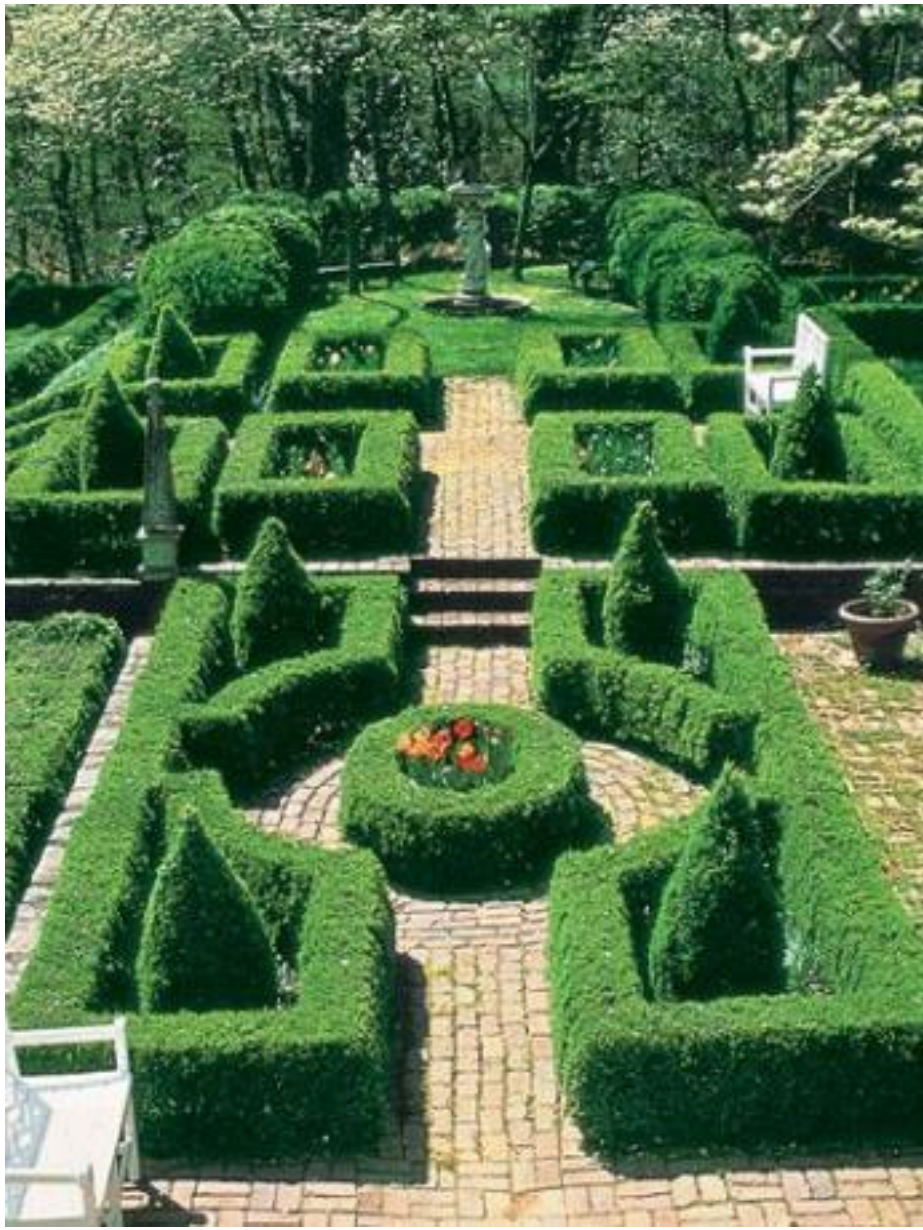
Fear of failure makes people reach for certainty and stability; trust is an antidote to fear . . .
But the unpredictable is the ground upon which creativity occurs.

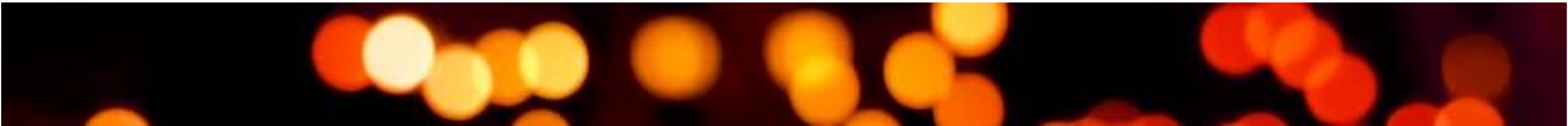


Unpredictable scenarios are not stored in our brain, which searches for patterns in sights, sounds, interactions and events. . . Unpredictable is a concept that defies categorization by the brain.



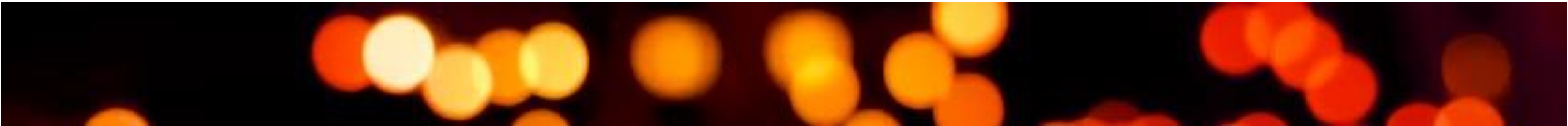
# Jungle vs Manicure



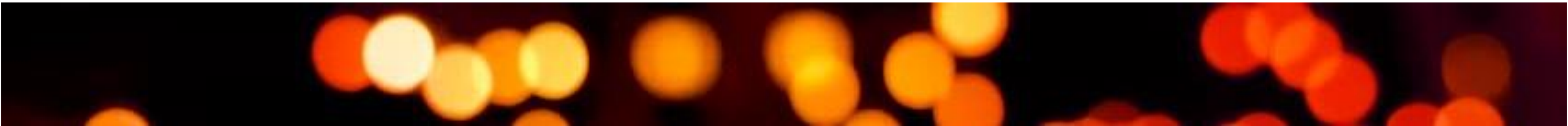


# Example:

If a cat jumps onto a hot stove, the cat will never jump on the stove again . . . Even if it is cold.

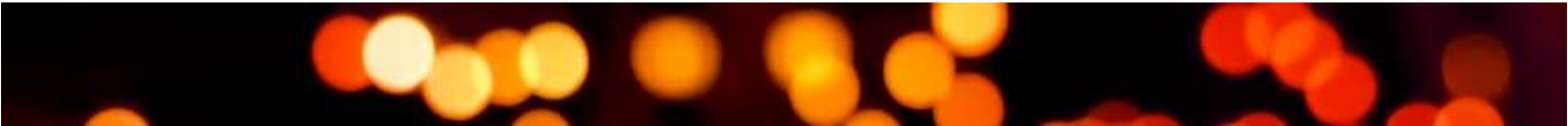


The past should be our teacher, not our master. We need to break the schema of our brains that prefers a pattern of success and predictability, rather than one of failure and unpredictability.

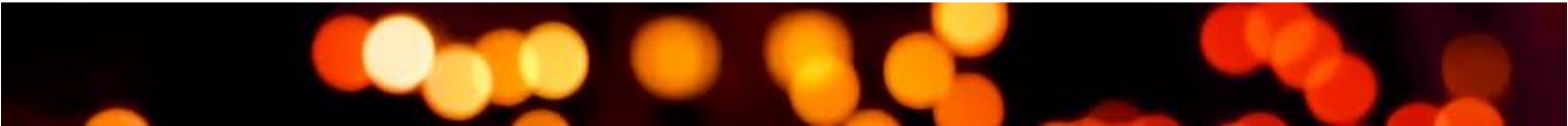
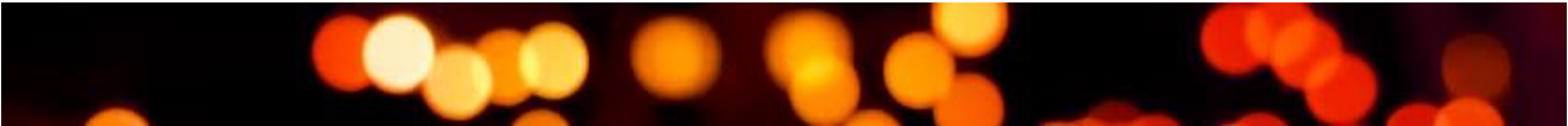


# So . . .

If we want to be innovative, we need to accept failure and unpredictability as natural steps to success.



# Leadership Skills to Practice



# Questions