

Cafeteria Learning Overview



Association for
Talent Development

- **Overview of Cafeteria Learning**
- **Hear from three early adopters**
- **See how the authors have applied Cafeteria Learning**
- **Q&A**



















APPLYING THE SCIENCE OF LEARNING TO INSTRUCTIONAL DESIGN






CHOOSE • EXPLORE • ENGAGE

PLEASE CHOOSE AT LEAST ONE ACTIVITY FROM EACH TOPIC BELOW. IF TIME ALLOWS, YOU MAY COMPLETE MORE.




LIMITATIONS OF LECTURE

- A PICTURE IS WORTH 1,000 WORDS**  
Visual brainstorm meets your lecture experiences.
- TRAINERS & LEARNERS** 
Use a flipchart to discover the limits of lecture.
- THE LAMEST LESSON** 
Share your WORST learning experience and listen to those of others.

BRAIN-BASED LEARNING

- BRAIN CARDS**  
Review principles of brain-based learning alone or with a partner.
- SHARK WALK**  
Choose from a list of learning techniques to discuss while walking.
- PRIMING THE BRAIN** 
Find out how priming helps prepare our brains for learning.

BEST PRACTICES

- MIND GAMES** 
Compete with a partner to test your retention of content.
- HEADS UP!** 
Can you guess the words you're wearing based on the other player's clues?
- BEST LEARNING MEMORY** 
Share your BEST learning experience and listen to those of others.





THE FRAMEWORK

Appetizer (Priming)

Main Course (Activities)

Dessert (Debrief)

WHAT IS CAFETERIA LEARNING?



Stacy Vrooman
Training & Development
Coordinator

Marion County Oregon



Erica Davis
Leadership Development
Program Manager

PeaceHealth



Grant Axtell
Learning & Development
Specialist

Oregon Employment
Dept.

GUESTS



Stacy Vrooman

Q1: What was your topic?

MARION COUNTY, OR



Stacy Vrooman

Q2: Who was your audience?

MARION COUNTY, OR



Stacy Vrooman

Q3: Why did you think Cafeteria Learning would be a good approach?



**Q4: How did you get
buy-in to try something
different?**

Stacy Vrooman

MARION COUNTY, OR



**Q5: What was your
experience like designing
Cafeteria Learning?**

Stacy Vrooman

MARION COUNTY, OR



Erica Davis

Q1: What was your topic?



Erica Davis

Q2: Who was your audience?



Erica Davis

Q3: Why did you think Cafeteria Learning would be a good approach?



Erica Davis

**Q4: How did you get
buy-in to try something
different?**



Erica Davis

Q5: What was your experience like designing Cafeteria Learning?

TOPIC TITLE <i>Respect</i>		LEARNING OBJECTIVE <i>Explain how you demonstrate respect in your job role.</i>	
OVERVIEW (<i>Foundational Content</i>) <i>define respect</i> <i>Respect -</i> <i>Culture</i>		<i>as you explore different ways to experience & understand respect and how it varies for all of us</i>	
ACTIVITY TITLE <i>Cultural Storybook</i>			ESTIMATED TIME
ACTIVITY DESCRIPTION			
LEARNING PREFERENCE		INTERACTION	
<input type="checkbox"/> PROBLEM SOLVING	<input type="checkbox"/> COLLABORATION	<input type="checkbox"/> INDIVIDUAL	<input type="checkbox"/> GROUP
<input type="checkbox"/> COMPETITION	<input type="checkbox"/> VISUAL	<input type="checkbox"/> PARTNER	<input type="checkbox"/> OTHER
<input type="checkbox"/> AUDITORY	<input type="checkbox"/> REFLECTIVE	<input checked="" type="checkbox"/> HIGH TECH	<input checked="" type="checkbox"/> LOW TECH
<input type="checkbox"/> KINESTHETIC			
ACTIVITY INSTRUCTIONS			
<ol style="list-style-type: none"> ① <i>Reflect on what respect looks like to you</i> ② <i>Read a story or multiple stories in this book or iPad -</i> ③ <i>think about how your perception of respect looks different or similar to these stories</i> ④ <i>write^{or record} your story of experiencing respect</i> 			
DISCUSS			
PRODUCE	PURCHASE	WORKSHOP MATERIALS	
<input type="checkbox"/>	<input type="checkbox"/>	•	
<input type="checkbox"/>	<input type="checkbox"/>	•	
<input type="checkbox"/>	<input type="checkbox"/>	•	
<input type="checkbox"/>	<input type="checkbox"/>	•	
<input type="checkbox"/>	<input type="checkbox"/>	•	

how do you align





Cultural Storybook

TOPIC TITLE Respect	LEARNING OBJECTIVE Describe how you demonstrate respect in your role as a leader at PeaceHealth.	
OVERVIEW Respect: We respect the dignity and appreciate the worth of each person as demonstrated by our compassion, caring and acceptance of individual differences Our core value of respect is based on the idea that every human person has the right to be treated with dignity and respect. Everyone has some spark of the “divine”. Respect doesn’t mean that we have to agree with every choice an individual makes, nor do we have to be their best friend. However, we will treat every person with respect and dignity. We are not here to judge, but to provide the best care possible. When it comes to how we treat one another, respect is an expectation . Respect means that we appreciate the worth of every person, and we demonstrate this by our compassion, caring and acceptance of individual differences.	INSTRUCTIONS Individual Activity <ol style="list-style-type: none">1. Listen to a story2. Think about how your perception of respect is different or similar to these stories.3. Record your story of a time you experienced respect.	DISCUSS <ol style="list-style-type: none">1. How does your perspective of respect align with our PeaceHealth definition? How does it differ?2. How will you demonstrate respect this week with your team?



LEADER ONBOARDING VALUES

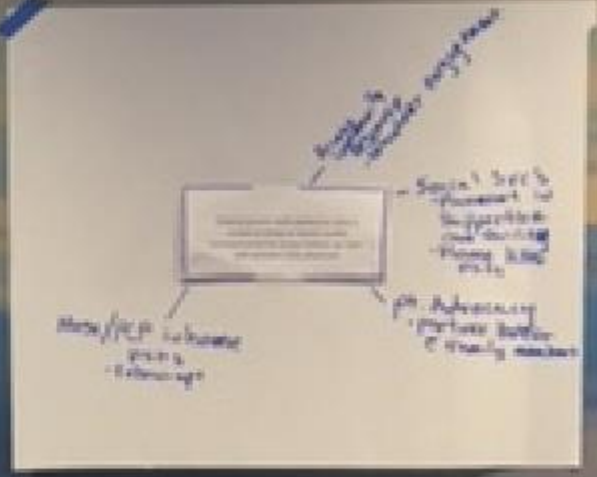
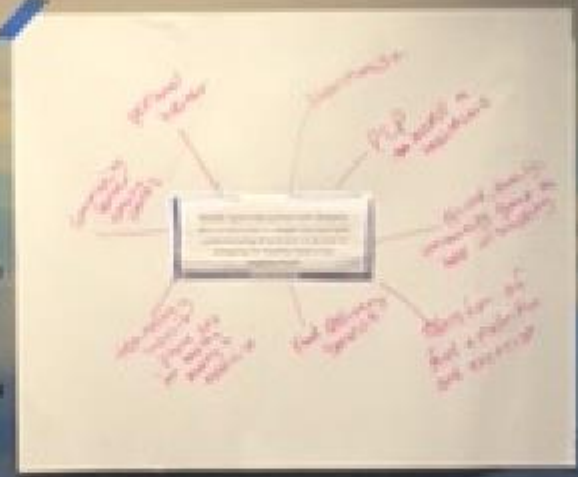
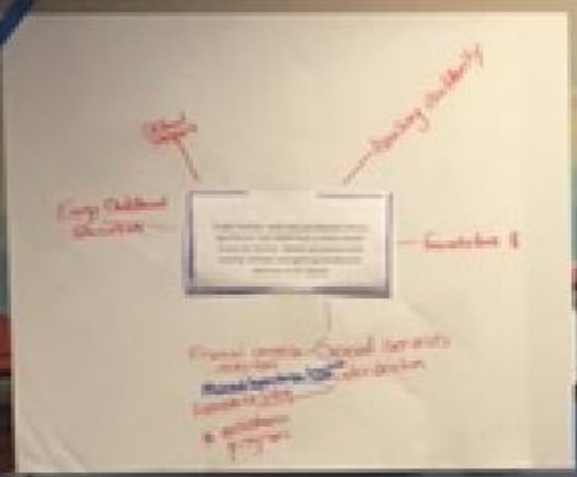


TOPIC TITLE Collaboration		LEARNING OBJECTIVE Explain how you demonstrate collaboration in your role	
OVERVIEW Collaboration is a core value @ PH, grounded in the mission of the Sisters. It is defined as "we value the involvement, cooperation & creativity of all who work together to promote the health of the community." How can we live this core value?			
ACTIVITY TITLE Mapping the page collaboration			ESTIMATED TIME
ACTIVITY DESCRIPTION			
<input type="checkbox"/> PROBLEM SOLVING <input type="checkbox"/> COMPETITION		LEARNING PREFERENCE <input checked="" type="checkbox"/> COLLABORATION <input checked="" type="checkbox"/> VISUAL	<input type="checkbox"/> AUDITORY <input checked="" type="checkbox"/> KINESTHETIC
		<input type="checkbox"/> REFLECTIVE	INTERACTION <input checked="" type="checkbox"/> INDIVIDUAL <input type="checkbox"/> PARTNER
			<input type="checkbox"/> GROUP <input type="checkbox"/> OTHER
TECHNOLOGY <input type="checkbox"/> HIGH TECH <input checked="" type="checkbox"/> LOW TECH			
ACTIVITY INSTRUCTIONS (mind map) Blank Blank paper = Q in the middle - "How do I collaborate in interdisciplinary teams?" 1) Use words, pictures that represents your answer to the questions. 2) Add lines that associate like ideas (maybe add a sm diagram) 3) The structure should develop will be a "radial" hierarchy of ideas radiating out from the center			
DISCUSS 1) What are the specific behaviors of collaboration 2) What lesson do you walk away with as having participated in this activity? 3) What conditions are necessary for collaboration?			
PRODUCE	PURCHASE	WORKSHOP MATERIALS	
<input type="checkbox"/>	<input type="checkbox"/>	•	
<input type="checkbox"/>	<input type="checkbox"/>	•	
<input type="checkbox"/>	<input type="checkbox"/>	•	
<input type="checkbox"/>	<input type="checkbox"/>	•	
<input type="checkbox"/>	<input type="checkbox"/>	•	



Mind Map

TOPIC TITLE Collaboration	LEARNING OBJECTIVE Explain how you demonstrate collaboration in your role as a leader at PeaceHealth.	
OVERVIEW <p>Collaboration: We value the involvement, cooperation and creativity of all who work together to promote the health of the community.</p> <p>Collaboration means seeing each person’s unique contribution as useful and meaningful. As leaders, we seek input and guidance from a variety of perspectives, particularly those who might typically be unheard or unseen in our society. We include the voice of the patient and their families in how we design our services. We work alongside community partners to accomplish our mission. Collaboration means that there is room for many voices at the table and that it takes many hands and minds to accomplish this work.</p>	INSTRUCTIONS <p>With a partner or small group</p> <p>Choose one of the Mind Maps you would like to expand upon. Using words or pictures that represent your responses, add lines, pictures and/or words that associate like ideas. You do not need to complete the chart, just add some of your thoughts and ideas. More than one person can add to the same Mind Map. An example of a Mind Map is provided.</p>	DISCUSS <ol style="list-style-type: none"> 1. What are the specific behaviors of collaboration? 2. What conditions are necessary for collaboration? 3. What lesson do you walk away after participating in this activity?



LEADER ONBOARDING VALUES



Erica Davis

Q6: What was your experience like with the implementation – what went well, what could be improved?



Erica Davis

Q6: What were participants reactions like?



Grant Axtell

NEW EMPLOYEE ONBOARDING



Grant Axtell

Q1: What was your topic?

NEW EMPLOYEE ONBOARDING



Grant Axtell

Q2: Who was your audience?

NEW EMPLOYEE ONBOARDING



Grant Axtell

Q3: Why did you think Cafeteria Learning would be a good approach?



Grant Axtell

**Q4: How did you get
buy-in to try something
different?**



Grant Axtell

**Q5: What was your
experience like designing
Cafeteria Learning?**

Topic Title OAH/EAB		Learning Objective Understand/describe how the work I do connects to and impacts the work of others in the organization.	
TRACK OVERVIEW (foundational content) The Office of Administrative of Hearings (OAH) provides an independent and impartial forum for citizens and business to dispute state agency action against them. With offices in Salem, Tualatin, Eugene, Bend and Medford OAH hears cases from 70 agencies both in person and by phone. The largest number of hearings are appeals relating unemployment insurance decisions. Administrative Law Judges hear these cases and make decisions. The Employment Appeals Board (EAB) is the last place for citizens to appeal an unemployment claim decisions before it moves to the court system. A three person panel, appointed by the governor, reviews files, transcripts, and evidence prior to making a decision. The EAB does not meet with or talk with the involved parties, they are simply reviewing the previous decisions.			
Activity Title You Decide!			Estimated time [REDACTED]
Activity Description You will need to find two other people to work with for this activity. You and your colleagues are now the Employment Appeals Board. Your job is to review the testimony from the OAH hearing and decide whether to affirm, reverse, or modify the decision of the OAH Administrative Law Judge.			
<input type="checkbox"/> Problem solving <input type="checkbox"/> Competition		LEARNING PREFERENCE <input type="checkbox"/> Collaboration <input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Reflective	
		INTERACTION <input type="checkbox"/> Individual <input type="checkbox"/> Partner <input type="checkbox"/> Group <input type="checkbox"/> Other	
		TECHNOLOGY <input type="checkbox"/> High tech <input type="checkbox"/> Low tech	
Activity Instructions [REDACTED]			
TRACK Reflection Questions			
<ol style="list-style-type: none"> How does the work I do, impact the work that OAH and EAB do each day? Why is the work OAH and EAB do important to the integrity of the UI system? Do I have a common customer with OAH/EAB? If so, who? 			
Produce	Purchase	Workshop materials	
<input type="checkbox"/>	<input type="checkbox"/>	Five EAB cases for review	
<input type="checkbox"/>	<input type="checkbox"/>	Five EAB decision	
<input type="checkbox"/>	<input type="checkbox"/>	Activity card	



CAFETERIA LEARNING

CHOOSE • EXPLORE • ENGAGE

DESIGN DOCUMENT

Topic Title Workforce Operation	Learning Objective Understand/describe how the work I do connects to and impacts the work of others in the organization
---	---

TRACK OVERVIEW (foundational content) Workforce Operations (waiting on text from WFO SME)

Activity Title WorkSource Oregon: OneStop Shop	Estimated time 10 minutes
--	-------------------------------------

Activity Description On the table is a large diarama of a onestop center. Roll the dice to determine where in the onestop you will travel. At each stop you will learn about a different program or resource that WorkSource Oregon offers.

<p>LEARNING PREFERENCE</p> <input type="checkbox"/> Problem solving <input type="checkbox"/> Collaboration <input type="checkbox"/> Auditory <input type="checkbox"/> Reflective <input type="checkbox"/> Competition <input checked="" type="checkbox"/> Visual <input checked="" type="checkbox"/> Kinesthetic	<p>INTERACTION</p> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input checked="" type="checkbox"/> Partner <input type="checkbox"/> Other	<p>TECHNOLOGY</p> <input checked="" type="checkbox"/> High tech <input type="checkbox"/> Low tech
--	---	---

Activity Instructions
<ol style="list-style-type: none"> 1. Choose a character and put them near the entrance of the one stop center 2. Pick up the exploratory card 3. Read and follow the instructions 4. Continue to roll the dice and follow the instructions on the corresponding card until you find a Thank You! card

TRACK Reflection Questions
1. How does the work I do impact the work that WorkSource Oregon does each day?

Produce	Purchase	Workshop materials
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Floor plan of the ideal onestop
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dice
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Cards with services and instructions
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Game pieces
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Start card - exploratory



CAFETERIA LEARNING

CHOOSE • EXPLORE • ENGAGE

DESIGN DOCUMENT

Topic Title Workforce Operation	Learning Objective Understand/describe how the work I do connects to and impacts the work of others in the organization																					
TRACK OVERVIEW (foundational content) Workforce Operations (waiting on content from SME)																						
Activity Title WorkSource Oregon: The Voice of the Customer	Estimated time 10 minutes																					
Activity Description Participant will listen to a story of a WSO customer and then determine how the work they do supports, connects, and/or impacts that customer																						
<table border="0"> <tr> <td colspan="3" style="text-align: center;">LEARNING PREFERENCE</td> <td colspan="2" style="text-align: center;">INTERACTION</td> <td style="text-align: center;">TECHNOLOGY</td> </tr> <tr> <td><input checked="" type="checkbox"/> Problem solving</td> <td><input type="checkbox"/> Collaboration</td> <td><input checked="" type="checkbox"/> Auditory</td> <td><input checked="" type="checkbox"/> Reflective</td> <td><input checked="" type="checkbox"/> Individual</td> <td><input type="checkbox"/> Group</td> <td><input checked="" type="checkbox"/> High tech</td> </tr> <tr> <td><input type="checkbox"/> Competition</td> <td><input type="checkbox"/> Visual</td> <td><input type="checkbox"/> Kinesthetic</td> <td></td> <td><input type="checkbox"/> Partner</td> <td><input type="checkbox"/> Other</td> <td><input type="checkbox"/> Low tech</td> </tr> </table>			LEARNING PREFERENCE			INTERACTION		TECHNOLOGY	<input checked="" type="checkbox"/> Problem solving	<input type="checkbox"/> Collaboration	<input checked="" type="checkbox"/> Auditory	<input checked="" type="checkbox"/> Reflective	<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Group	<input checked="" type="checkbox"/> High tech	<input type="checkbox"/> Competition	<input type="checkbox"/> Visual	<input type="checkbox"/> Kinesthetic		<input type="checkbox"/> Partner	<input type="checkbox"/> Other	<input type="checkbox"/> Low tech
LEARNING PREFERENCE			INTERACTION		TECHNOLOGY																	
<input checked="" type="checkbox"/> Problem solving	<input type="checkbox"/> Collaboration	<input checked="" type="checkbox"/> Auditory	<input checked="" type="checkbox"/> Reflective	<input checked="" type="checkbox"/> Individual	<input type="checkbox"/> Group	<input checked="" type="checkbox"/> High tech																
<input type="checkbox"/> Competition	<input type="checkbox"/> Visual	<input type="checkbox"/> Kinesthetic		<input type="checkbox"/> Partner	<input type="checkbox"/> Other	<input type="checkbox"/> Low tech																
Activity Instructions																						
<ol style="list-style-type: none"> Click on a customer to hear the story that prompts them to come visit a local WorkSource Center After you listen to the story, write down how what you do in your job supports, impacts, influences this customer Post your response next to the customer's picture on the board/wall Repeat with a second customer 																						
TRACK Reflection Questions																						
<ol style="list-style-type: none"> How does the work I do impact the work that WorkSource Oregon does each day? 																						

Produce	Purchase	Workshop materials
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Recordings of the five customer stories
<input checked="" type="checkbox"/>	<input type="checkbox"/>	PowerPoint with recording embedded
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Laptop and headphones to play PPT
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Post-it notes
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Five customer pictures to hang on wall
<input type="checkbox"/>	<input type="checkbox"/>	






DIVERSITY WORKS

CHOOSE • EXPLORE • ENGAGE

PLEASE CHOOSE AT LEAST ONE ACTIVITY FROM EACH TOPIC BELOW. IF TIME ALLOWS, YOU MAY COMPLETE MORE.




UNDERSTANDING SELF

Describe what makes you the unique individual you are.

- UNIQUELY ME** 
Draw an image of yourself.
- WHO AM I?** 
Share facts about yourself.
- DIMENSIONS OF ME** 
Write facts about yourself.




UNDERSTANDING OTHERS

Recognize what makes others the unique individuals they are.

- TELLING MY STORY** 
Record yourself telling a story.
- STRONGER TOGETHER** 
Construct a puzzle.
- CAN'T JUDGE A BOOK BY ITS COVER** 
Browse facts about others.

COMMUNICATION

Consider differences and act respectfully.

- CASE BY CASE** 
Discuss scenarios.
- BUILDING BRIDGES** 
Plan and construct a bridge.
- COMMUNICATE WITH CARE** 
Write your reaction and response to scenarios.



ACTIVITY OVERVIEW:

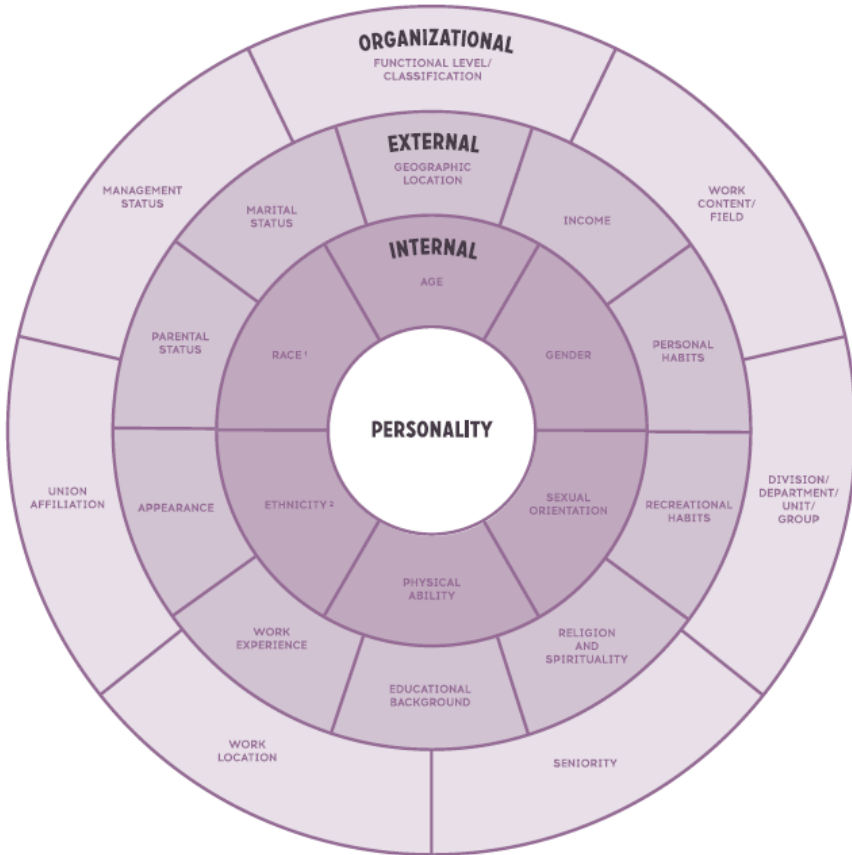
The Diversity Wheel illustrates the various dimensions of diversity. The personality and internal dimensions refer to dimensions that are usually visible and unchangeable. The external and organizational dimensions refer to dimensions that may change. These dimensions make each of us unique. Knowing yourself well can help you understand how others may perceive you.

Each color-coded circle represents a dimension (organizational, external, internal). Each dimension includes many components. For example, one component of the external dimension/circle is religion and spirituality.

INSTRUCTIONS:

- 1.** From each of the three dimensions, choose one component that is meaningful to you.
- 2.** On the worksheet, draw an image that reflects each of the components you chose and complete the sentences at the bottom of the worksheet.
- 3.** Our unique dimensions allow us to contribute different skills to the workplace. After you have completed your drawing, take a moment to reflect on the following:
 - Why is it important to be aware of what makes you unique?
 - How does knowing what makes you the unique individual you are help you understand how others may perceive you?
- 4.** Leave your worksheet on the table and review the work others have created.

UNIQUELY ME



1. RACE refers to a person's physical characteristics, such as bone structure and skin, hair, or eye color.

2. ETHNICITY refers to cultural factors, including nationality, regional culture, ancestry, and language.

UNIQUELY ME

Draw an image of yourself that reflects each dimension you chose and then complete the sentences below.

For the organizational dimension, I chose _____.

This makes me ME because: _____

For the external dimension, I chose _____.

This makes me ME because: _____

For the internal dimension, I chose _____.

This makes me ME because: _____



“FILLING IN THE SPACES [DURING AN ACTIVITY] WITH A COWORKER STARTED A DISCUSSION. ONE PERSON SHARED STEREOTYPES ABOUT HIS MORMON FAITH. ANOTHER PERSON SHARED ABOUT HIS JEWISH FAITH/ETHNICITY.”

TELLING MY STORY

Describe a group in which you are a minority.

© 2016 IDEA LEARNING GROUP

TELLING MY STORY

Describe a specific time when you witnessed another person's bias.

© 2016 IDEA LEARNING GROUP

TELLING MY STORY

Tell me about a time you felt excluded.

IDEA LEARNING G

TELLING MY STORY

Describe a special holiday or tradition you celebrate in your family.

© 2016 IDEA LEARNING GROUP

TELLING MY STORY

Describe a situation in which you felt notably different from others around you.

© 2016 IDEA LEARNING GROUP

**“IT’S BOTH SHOWING
DIVERSITY AND THE FACT
THAT IN A TON OF WAYS
WE’RE THE SAME.**

**IT WAS INTERESTING THAT
THE LEARNING WAS DRIVEN
BY WHAT WE WERE SAYING
TO EACH OTHER IN THE
MOMENT RATHER THAN FROM
WHAT WE’RE HEARING IN A
ROTE PRESENTATION.”**



COMMUNICATE WITH CARE

Appropriate, thoughtful responses have a better chance of being perceived as intended, while impulsive reactions may not be perceived as we intend.

SCENARIO 1		SCENARIO 2		SCENARIO 3		SCENARIO 4		SCENARIO 5		SCENARIO 6	
<p>You're in a team meeting and one of your co-workers says, "Nothing can get done in this company with all of these young kids working here."</p>		<p>Your co-worker, Lalisha, tells you that working alongside her co-worker, Mary, who has cerebral palsy, makes her uncomfortable, and that she'd prefer to work with a different person.</p>		<p>Your co-worker tells you that he thinks there are too many Asian Americans working at the organization.</p>		<p>You overhear a conversation in which a family tradition of yours is being ridiculed by your co-workers.</p>		<p>A co-worker gets frustrated with the project he is working on and yells, "This is god!"</p>		<p>You overhear a male co-worker telling a female co-worker that she shouldn't bother applying for the technical job because it's only a job for men.</p>	
REACT	RESPOND	REACT	RESPOND	REACT	RESPOND	REACT	RESPOND	REACT	RESPOND	REACT	RESPOND



“THIS EXPERIENCE MADE ME THINK IN SO MANY WAYS, I LEARNED HOW OTHER PEOPLE THINK.”

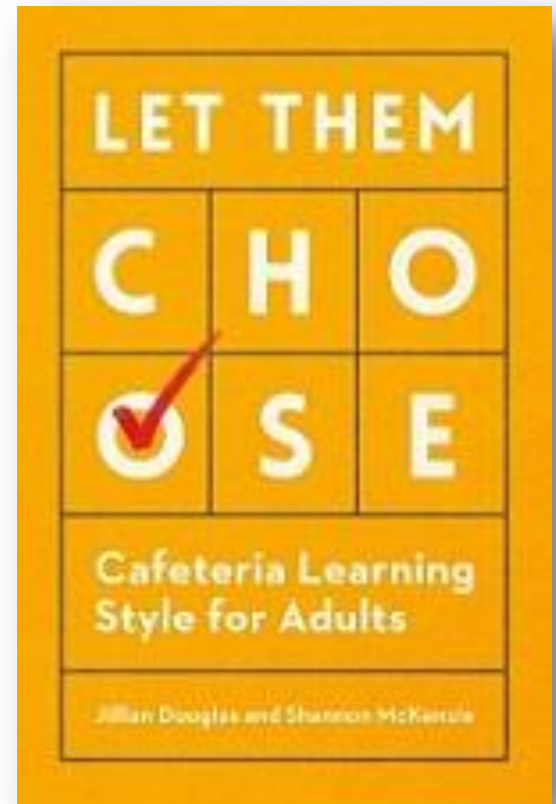
Q & A



Association for
Talent Development

www.cafeterialearning.com

td.org/cafeteriastyle



LEARN MORE