WIL Agile Industry Mindset

A WIL Digital Initiative

Welcome to AIM: Agile Industry Mindset!

COURSE OVERVIEW

Congratulations for being selected to participate in the AIM course! Transitioning to an Agile Workplace requires foundational skills, and in this course, we are introducing you to a package of soft skills that will contribute to the success you reach in your personal and professional life. Gaining the ability to alter your thinking, behaviour and actions according to the needs of the situation can have a real positive impact on workplace dynamics.

These modules present the knowledge and skills required to work respectfully with others and help establish yourself through: being collaborative, building effective relationships and managing conflict. Our goal is to help prepare you to maximize opportunities, and gain respect, acceptance, and credibility.

To give you different experiences and to recognize your preference for learning styles, we are presenting this content to you in multiple formats so it's relevant for you. Life Skills is based on the theoretical underpinnings of the Saskatchewan NewStart process. The Life Skills program proposes to aid learner's to critically analyze the factors affecting their life situations as these situation impact their ability to learn. AIM was developed from the Life Skills content authored by Beverley Walters (MA Tr.CLSC.Acc), a Human Resources Specialist and Certified Life Skills Coach, as well as the NOC Authority for the Province of Alberta for Life Skills Training.

A navigational tool

The AIM course is different from many other courses you may have taken before, as it is not about acquiring knowledge on a topic, but rather it is about changing your behavior. The skills you will learn in this course will challenge you to put them into practice in your work and personal life, and this requires that you connect with the material to be able to make those changes in your behavior. The course has been designed for you to work through the material prior to your live sessions, so you can use the time with your cohort to practice the skills you have learned.

COURSE DELIVERY

- You will attend a class with up to 25 other participants.
- All learning material will be presented in Canvas, ICTC's Learning Management System (LMS).
- Each class will be facilitated by two instructors, through live instructor-led activities which will alternate with offline course work that you will need to do on your own time.
- We are using a "flipped classroom" learning method. This means that you will be introduced to the material ***before*** the live class, so that you will be prepared to participate in small group discussions during the live-class time.
- **All facilitated, live sessions will be hosted in Zoom. For dates and times, please see the Live Session Dates page for your cohort.**

COURSE FORMAT

You will be introduced to several different types of learning activities throughout *AIM*. Below is a list of these activities, as well as a brief description of what it involves, and what is expected of you:

- **INTERACTIVE eLEARNING UNITS**–you will be required to **read and complete** ***prior to class***. They will be used as discussion topics in the face-to-face sessions.
  - **PODCASTS** – **listen** to the podcasts ***prior to class.*** The podcasts are embedded within the Interactive eLearning Units.
  - **SELF-REFLECTION QUESTIONS -** these questions are embedded within the Interactive eLearning Units and are designed for you to work on them on your own. As mentioned above, the AIM course is about putting into practice the skills you learn in the eLearning units, and then practicing them in the live sessions with your cohort. The self-reflection questions are intended to give you a chance to connect with the material prior to your live sessions, and serve as a reminder for future review. As such, the more you put into this self-discovery work, the better you will be able to connect with the material.
- **INTERACTIVE BRANCHING STORY-BASED LEARNING with VIDEO-BASED PRACTICE -** in these interactive and engaging scenarios, you will get the chance to practice the skills covered in the eLearning Units above. You will be be presented with realistic workplace and personal scenarios in an interactive audio book, where you choose the response to each situation and are presented with an outcome, based on the choices you made. This puts you in the driver's seat to practice the responses to each situation, and learn from the outcome and feedback for each path you choose. You will have the ability to go back and try different responses to see the impact on the outcome, and learn from feedback tailored to your choices. Finally, you will be given the opportunity to role-play a new scenario, where you will record yourself using the video tools in the Canvas Discussion Forum. This will let you practice the practical application of the skills you are learning in a safe format (you can re-record as many times as you like before you submit it) prior to practicing these skills with your cohort in small-group discussions during the live sessions.
- **VIRTUAL INSTRUCTOR-LED SESSIONS (VILTs - Live Sessions)** – delivered via Zoom, with your cohort.

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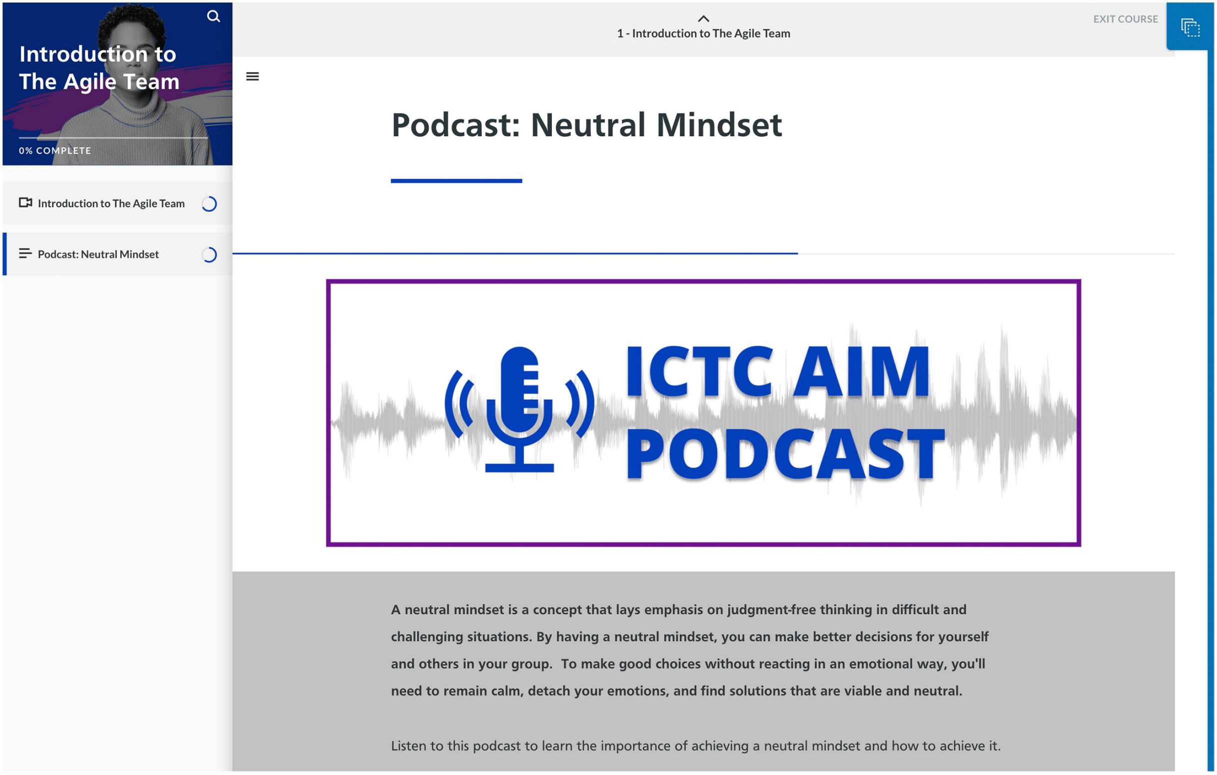
Introduction to The Agile Team
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Introduction to The Agile Team
Podcast: Neutral Mindset
1 - Introduction to The Agile Team
EXIT COURSE
ICTC AIM PODCAST

Podcast: Neutral Mindset

A neutral mindset is a concept that lays emphasis on judgment-free thinking in difficult and challenging situations. By having a neutral mindset, you can make better decisions for yourself and others in your group. To make good choices without reacting in an emotional way, you'll need to remain calm, detach your emotions, and find solutions that are viable and neutral.

Listen to this podcast to learn the importance of achieving a neutral mindset and how to achieve it.

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WORK-INTEGRATED WIL DIGITAL LEARNING

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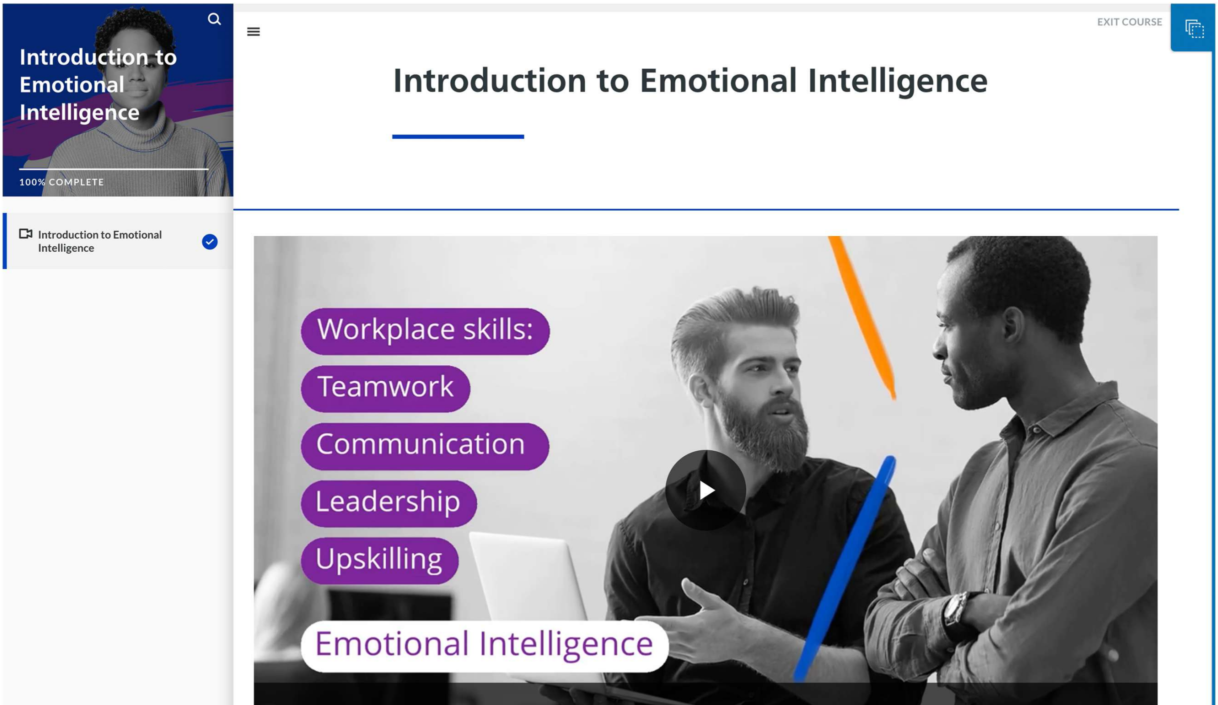

Introduction to Emotional Intelligence

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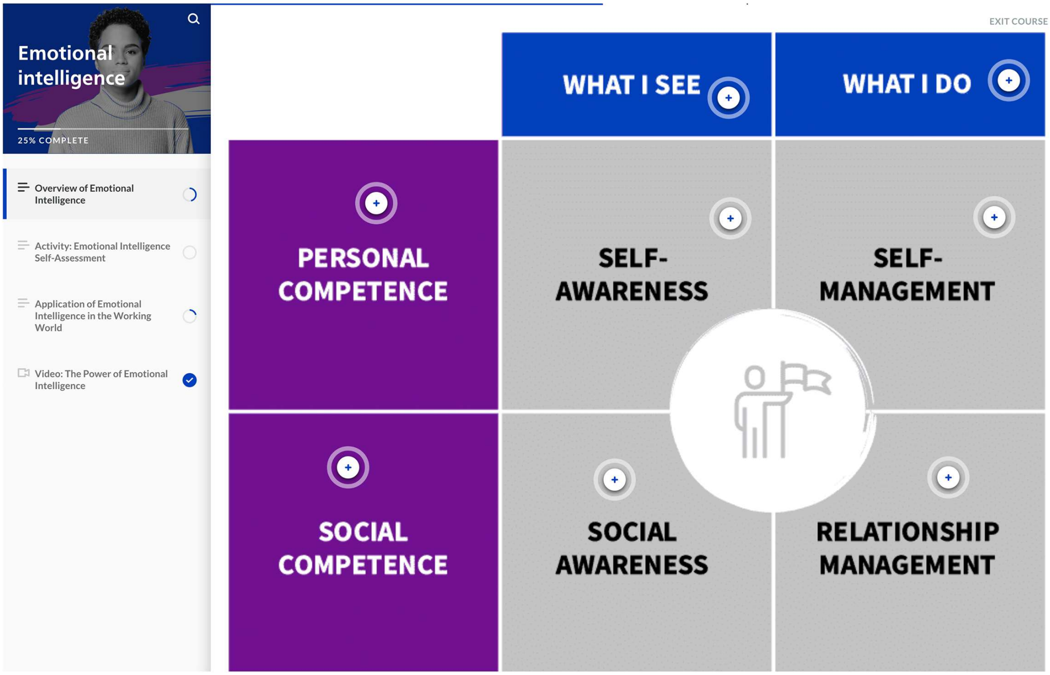

Emotional intelligence

25% COMPLETE

- Overview of Emotional Intelligence
- Activity: Emotional Intelligence Self-Assessment
- Application of Emotional Intelligence in the Working World
- Video: The Power of Emotional Intelligence ✓

EXIT COURSE

	WHAT I SEE	WHAT I DO
PERSONAL COMPETENCE	SELF-AWARENESS	SELF-MANAGEMENT
SOCIAL COMPETENCE	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT

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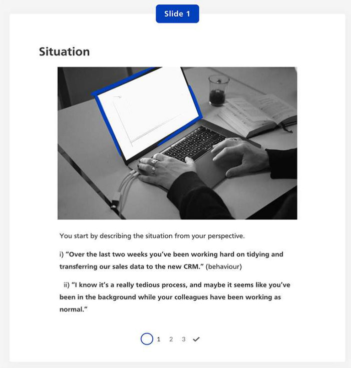


Slide 1

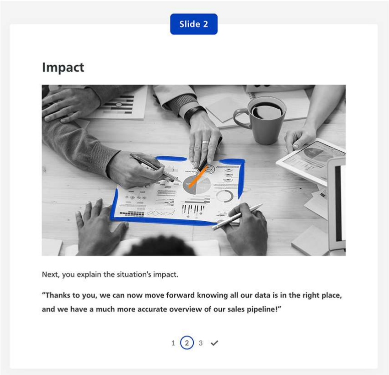
Situation

You start by describing the situation from your perspective.

i) **“Over the last two weeks you’ve been working hard on tidying and transferring our sales data to the new CRM.”** (behaviour)

ii) **“I know it’s a really tedious process, and maybe it seems like you’ve been in the background while your colleagues have been working as normal.”**

○ 1 2 3 ✓



Slide 2

Impact

Next, you explain the situation's impact.

“Thanks to you, we can now move forward knowing all our data is in the right place, and we have a much more accurate overview of our sales pipeline!”

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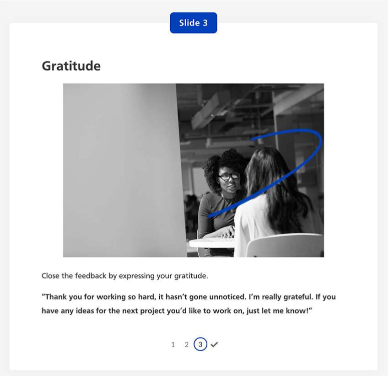

Slide 3

Gratitude

Close the feedback by expressing your gratitude.

“Thank you for working so hard, it hasn’t gone unnoticed. I’m really grateful. If you have any ideas for the next project you’d like to work on, just let me know!”

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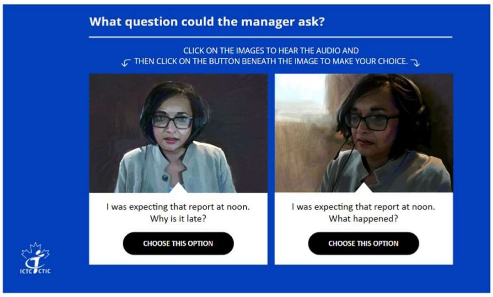
Branching Story-based Scenarios

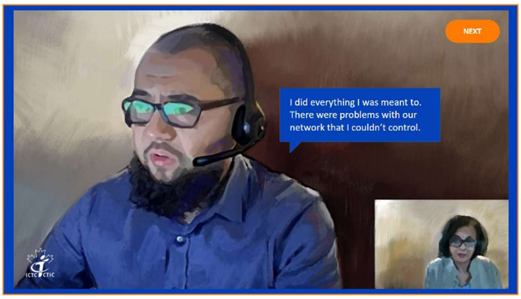


What question could the manager ask?

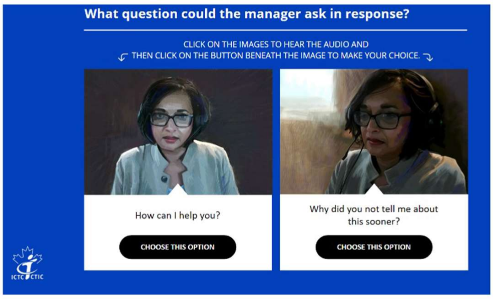
CLICK ON THE IMAGES TO HEAR THE AUDIO AND THEN CLICK ON THE BUTTON BENEATH THE IMAGE TO MAKE YOUR CHOICE.

I was expecting that report at noon. Why is it late?

I was expecting that report at noon. What happened?



I did everything I was meant to. There were problems with our network that I couldn't control.

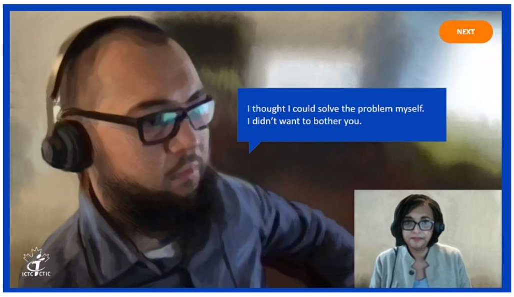


What question could the manager ask in response?

CLICK ON THE IMAGES TO HEAR THE AUDIO AND THEN CLICK ON THE BUTTON BENEATH THE IMAGE TO MAKE YOUR CHOICE.

How can I help you?

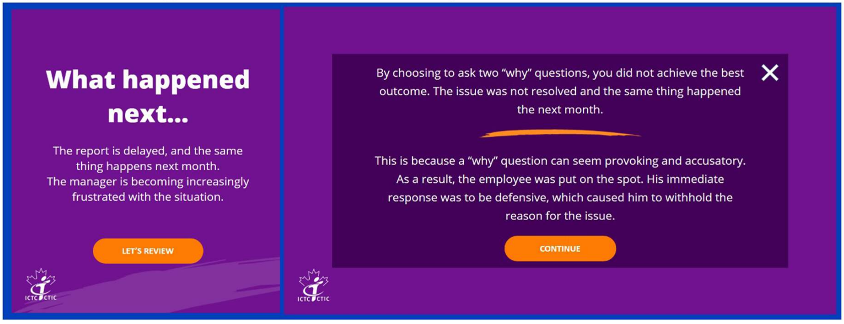
Why did you not tell me about this sooner?



I thought I could solve the problem myself. I didn't want to bother you.

Feedback + Practice

- The outcome and feedback is specific to the choices made in the scenario
- Students can retake the scenario to experience different outcomes and feedback
- Students then practice the skills by **roleplaying a scenario and using a video-based practice assignment** to record the output of their own solution to the scenario



What happened next...

The report is delayed, and the same thing happens next month. The manager is becoming increasingly frustrated with the situation.

By choosing to ask two "why" questions, you did not achieve the best outcome. The issue was not resolved and the same thing happened the next month.

This is because a "why" question can seem provoking and accusatory. As a result, the employee was put on the spot. His immediate response was to be defensive, which caused him to withhold the reason for the issue.

AIM (Agile Industry Mindset)

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