

Measure via Pre-Activity Survey

1. Ask about observable behavior.
2. Ask about things that are relevant to a job or business outcome as indicated by the reasons for the UX intervention.
3. Ask about things that can be independently verified via available data or existing knowledge of the client and their issues.

Survey Design Rules

1. Do not label sections, and do not space questions out with multiple page breaks to avoid creating connections between groups of questions.
2. Keep sections small.
3. Keep question length roughly consistent across questions.
4. Avoid using terms with strong associations.
5. Use negative response wording.
6. One topic per question.
7. Move demographics to the end of the survey's main body.
8. Keep length to 20 minutes maximum.

Measurement Rules

1. Only label scale endpoints.
2. Include N/A and Don't Know response options.
3. Ask frequency-based response questions.
4. Use one scale length, and have an odd number length to allow for neutral responses.
5. Avoid rankings.

Learning Types

Single Loop Learning

Focuses on consequences in order to determine new action plans.

It does not seek to understand variables impacting situations.

Use when existing goals, values, and strategies have merit for the situation.

Emphasizes techniques and their effectiveness.

Accepts current organizational structure.

Identifies and reduces unwanted variances within the system.

Acts upon errors within the existing system structure by recommending changes in activity.

Double Loop Learning

Holistic view: How do actions and outcomes vary based on variables at play?

Asks what something is AND why it must be that way.

Use when the existing strategy is up for review.

Emphasizes reviewing previous situations and learning from them.

Questions assumptions and speculations driving the current organizational structure.

Focuses on increasing efficiencies of decision-making.

Reacts to errors by changing the rules, policies, and objectives after a reexamination process.

Triple Loop Learning

Reflecting how learning happens.

How do you think about things (thinking and reasoning process).

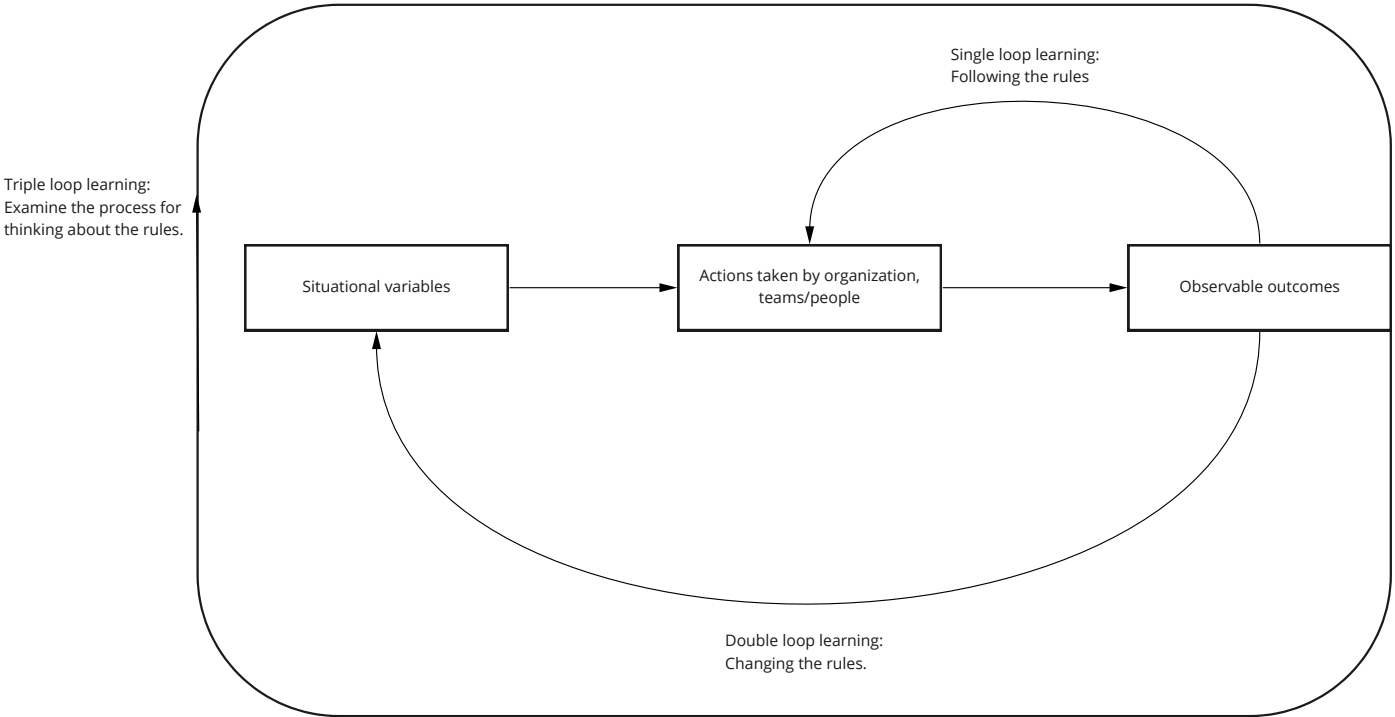
Use when trying to foster organizational learning.

Emphasizes reflecting upon experiences and learning from them.

Questions inner constants: How we control our cognitive world.

Focuses on making people ready substrates for learning.

Reflects on the process of adjusting according to observable outcomes.



How to identify when people are stuck in a Model I style?

Six Types of Power

1. **Reward Power**- ability to provide something of value to someone.
2. **Coercive Power**- ability to punish or withhold a need from someone.
3. **Referent Power**- being looked up to as a role model, someone to emulate.
4. **Legitimate Power**- authority related to position.
5. **Expert Power**- authority related to in-depth knowledge or expertise.
6. **Informational Power**- authority related to non-expert information, and is fleeting in nature.

Six Types of Influence

1. **Personal Motivation**- an individual desire to do something.
2. **Personal Ability**- the capability to do something.
3. **Social Motivation**- influence of others to do something.
4. **Social Ability**- support from others to do something.
5. **Structural Motivation**- environmental influence to do something.
6. **Structural Ability**- environmental support to do something.