

Understanding to Action

Getting your customers to apply what they learn.

**Understanding to Action:
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About *Understanding to Action*

Hey - my name is Breanne. I'm the founder of MNIB Consulting, the author of *Beyond Satisfaction*, and I created this short, actionable guide for you.

You and I both know that true learning happens when we're able to apply what we learn.

That's why we need to be exceptionally clear about what, exactly, knowing and understanding allow our learners to do.

The exercises in this guide are based on tools I've developed for my clients, to help them tease out *what*, exactly, it is that you're going to help people to *do* through your program.

I hope you love it!



Breanne Dyck

Founder, [MNIB Consulting Inc.](http://mnibconsulting.com)



Four Steps to Get From Understanding to Action

STEP ONE: List Your Topics

Every training product, course, or program consists of a number of topics. These topics may be big or small, comprehensive or detailed. You may have many, or you may have just a few.

I typically recommend that you boil your course down to no more than 5-10 topics. List these topics include in the table below. (You'll fill in the other columns in the next steps.)

	TOPIC	MASTERY	VERB
	<i>example: social media platforms</i>	evaluate	select
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

STEP TWO: Pick Your Level of Mastery

In math, there's a big difference between memorizing your times tables and being able to use a formula to solve a problem. And there's a big difference between using formulas that you've been given, and coming up with brand new ones.

That's because there are different 'levels of mastery' that you can achieve. When it comes to mental skills, researchers have identified **six levels** of mastery (see next column).

When you think about your perfect participant and what they need to be able to do by the end of the program, what level of mastery is that?

Hint: Just being able to recite a definition (remembering) or explain what something means (comprehending) isn't usually as valuable to a customer as the higher levels of mastery. So in general, shoot for the "applying" level of mastery or higher.

Record the appropriate level of mastery for each topic, in the table on the previous page.

1. **Remembering:** You can perform pure memory-recall tasks like giving definitions.
2. **Comprehending:** You not only can define a concept; you have grasped its underlying meaning and can explain it in your own words.
3. **Applying:** You are able to follow a specific model, formula or example and use those tools in different and new situations.
4. **Analyzing:** You are able to break a concept into its constituent parts, and see how those parts relate to each other and to the whole.
5. **Evaluating:** You can establish and use criteria to make judgements about the concept.
6. **Creating:** You can put things together in a new way, to form something that hasn't existed before.

STEP THREE: Choose Your Action Verb

The final step in turning “knowledge” into “action” is to get really specific about *what demonstrating that level of mastery looks like, in practice.*

To do that, we can reference a list of verbs. There are a lot of great options online (just Google “Bloom’s Taxonomy Cognitive Verb Chart” you’ll find plenty!), but to get you started, there are some great verbs in the right-hand column.

For each topic on your list, choose a verb at the appropriate level of mastery, that could accurately represent what “doing” that topic looks like. Record it in the table on page 4.

- For **Remembering**: *define, enumerate, identify, label, list, match, memorize, name, quote, recall, recite, record, repeat, state*
- For **Comprehending**: *characterize, cite examples, describe, discuss, explain, interpret, paraphrase, summarize, restate in your own words, translate*
- For **Applying**: *apply, brainstorm, change, choose, calculate, employ, imitate, implement, interview, modify, operate, put into practice, use*
- For **Analyzing**: *analyze, break down, categorize, connect, compare, contrast, correlate, differentiate, distinguish, outline, relate, subdivide*
- For **Evaluating**: *appraise, argue, assess, choose, critique, estimate, evaluate, judge, justify, measure, prioritize, rate, revise, score, select, support, validate*
- For **Creating**: *assemble, combine, compose, construct, create, design, develop, formulate, generate, invent, plan, predict, prepare, produce*

STEP FOUR: Turn Your Topics Into Actions

Now that you have your verbs chosen, all that's left to do is to use them to turn your topics into actions that can be completed as exercises and activities. Complete the table below, to help you do this.

	In Order To Demonstrate That They Know And Understand	My Participants Will ...
	<i>example: social media platforms</i>	<i>Choose one social media platform to focus on in their business</i>
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

About *the Author*

Breanne Dyck is a business strategist, consultant, learning designer, and the author of *Beyond Satisfaction*.

As the lead consultant and founder of MNIB Consulting, Breanne helps online training businesses scale their impact, their team and their revenue by blending operations management, learning and product strategy, and business model development.

She regularly consults on flagship products and programs, CreativeLive courses, live events, and workshops for thought-leaders and influencers such as bestselling authors Chris Guillebeau, Tara Gentile and Natalie Sisson.

Read more from Breanne, or connect with her and her team, at <http://mnibconsulting.com>.

