

Chapter 1: Simple

"...as soon as people know the intent is they begin generating their own solutions"

The concept of a **Commander's Intent** statement resonated with me and I immediately imagined what things would be like if we regularly looked at CI's from management level to project level.

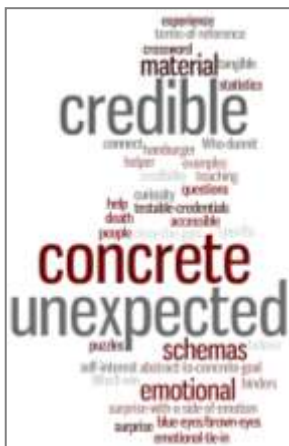
If we were to apply this same core message to curricula, everyone involved in creating curriculum for POS and [REDACTED] would be working toward the same corporate objective within the project. SMEs then come to these projects with an understanding of our priorities—of the project, the team, and of management. Achieving this understanding provides us with goals. And goals translate to investment in our work.



Note: There was mention of an "agreed upon checklist" but I was unable to re-locate the page number(s) when writing this, and therefore cannot suitably reference it.

Chapters 2, 3, and 4: Unexpected, Concrete, and Credible

Karen Wood's out-of-the-ordinary pre-flight safety announcement also resonated with me. I think because, for me, it has three elements of **stickiness**: it has surprise-with-a-side-of-emotion, and it's concrete.



In our curriculum, we sometimes offer concrete examples using the "(e.g.,)" line, but we might better connect with the learner using a scenario format and **including schemata** as described in *Made to Stick*. We could create a bit of a story around a Till Refund: The customer is standing at the Till and wants a refund because they the shampoo they purchased is for dry hair and they have damaged hair. A poor example, perhaps, but I think you get the point.

[REDACTED] curriculum could benefit from this style and **use of schemata** because many of the tasks performed in [REDACTED] rely the user's previous knowledge and on the requirement for a pharmacy technician's decision-making.

This way, we're building on the subject matter and bridging the learner's knowledge gaps.

I think the use of **specific, credible, concrete examples**, also illustrates a sense of an understanding of the environment in which the learner works. And when insight is illustrated specifically, the learner trusts the text.

