

LEARNING CIRCLES

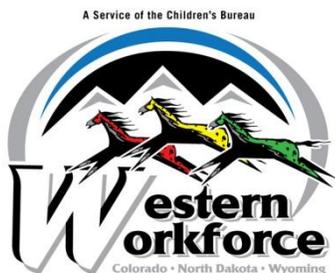
Facilitator's Training Handouts

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University of Denver

Sponsored by:

Western Workforce Project
June 2011



Training Agenda and Competencies

Day 1

- Introductions & Housekeeping
- Review of Western Workforce Project
- Icebreaker
- Principles & Conditions
- Introduction to Learning Circles
- Readiness for Change
- Finding and Using Information
- Learning Circles Application
- Panel

Learning Objectives and Competencies

Competency 1:

Understand how to improve organizational climate through the implementation of learning circles which lead to a learning organization.

- Describe how the Western Workforce project goals connect to the learning circles.
- Define key components of a learning organization.
- Explain how to conduct learning circles.
- Explain the process for conducting the initial learning circle meeting.
- Explain the process for managing ongoing learning circle meetings.
- Persuade others to adopt a learning circle approach.
- Connect the agency mission and values to a learning organization philosophy.
- Identify the process for establishing group norms within the learning circle.
- Assess personal attitudes and adaptation to change.

Competency 2:

Exhibit group facilitation skills to conduct a learning circle meeting.

- a. Describe the appropriate use of facilitation skills that will encourage dialogue among team members.
- b. Explain group dynamics that may influence the learning circle approach.
- c. Delineate methods for managing the group process.
- d. Model group facilitation skills relevant to the learning circle approach.

Competency 3:

Understand how to guide ongoing implementation of learning circle interventions.

- a. Explain the process for assuring fidelity to the learning circle approach.
- b. Identify ongoing evaluation processes and own responsibilities regarding evaluation.

Competency 4:

Demonstrate how to conduct a learning circle meeting to maintain fidelity to the LC model and achieve desired outcomes.

- a. Know ways of engaging all team members in the learning circle meeting to create a collaborative, balanced, and supportive environment.
- b. Reflect a culturally-responsive approach when conducting learning circle meetings.
- c. Know strategies for overcoming barriers that may interfere with effective team functioning.

Day 2

Review and Introduction to Day 2

Group Facilitation Skills

Group Dynamics

Learning Circle Model Fidelity and Ongoing Evaluation

Learning Circle Practice

Discussion of Learning Circles/Next Steps

Adjourn

Training Competencies & Learning Objectives

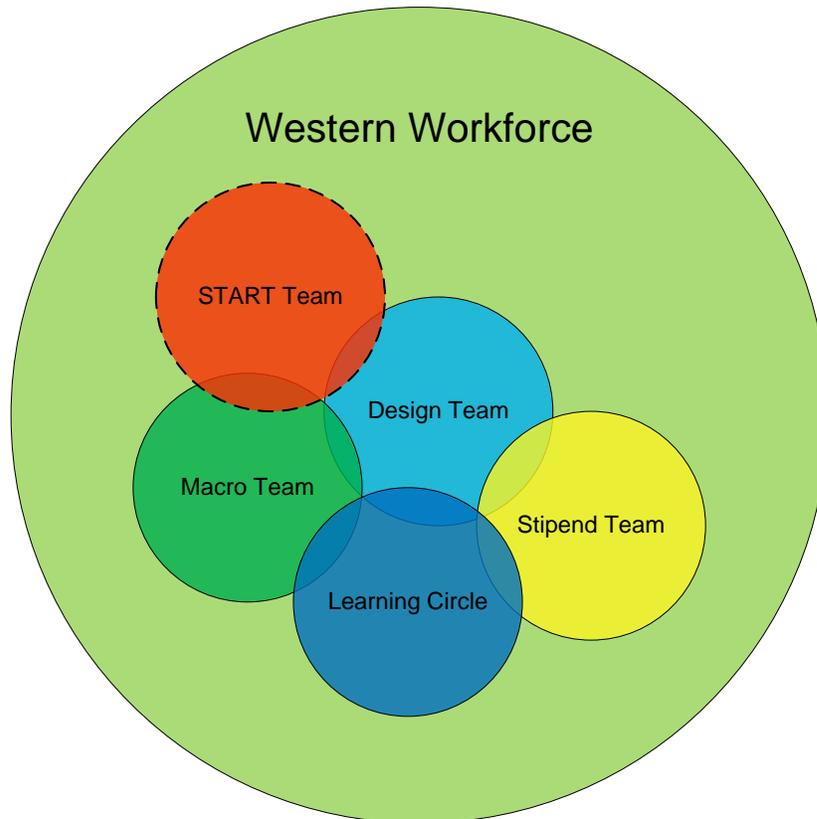
Competency 5

Understand how to utilize best and promising approaches to practice for interventions designed by the learning circle teams.

- a. Identify resources for best and promising practices information.
- b. Differentiate evidence to critically evaluate research.
- c. Analyze the Comprehensive Organizational Health Assessment for issues relevant to the team.
- d. Integrate agency data and other information to assess issues impacting the team and practice.

Western Workforce Teams

The Western Workforce project designates several project teams for the planning and implementation of the project in order to achieve our outcome of an improved child welfare workforce. While distinct, the teams also greatly overlap.



The Start Team

Who: Agency managers, supervisors, caseworkers, key community stakeholders, and family representatives.

About: These team members introduced the project to the agency and laid the groundwork for future implementation. They provided feedback on the development of the Comprehensive Organizational Assessment and then helped to facilitate the actual assessment. Once the assessment results were in, this group helped to interpret findings and identified workforce issues needing targeted improvement. The Start team has concluded its work and has morphed into the Design Team.



Design Team

Who: Child Welfare managers, supervisors, caseworkers, case aides and other support staff; and others as appropriate.

About: Based upon COHA results, this team prioritizes goals related to workforce issues, chooses strategies, implements those strategies, assesses results, and revises plans as appropriate. Membership reflects all agency levels from the agency manager or director to case aides. As appropriate for the agency, these teams may also choose to invite community stakeholders and family representatives. Jointly, this team works together to implement their agency-specific workforce plan. These plans are evolving in nature, using a constant plan, act, reflect, adapt loop (known for this project as the PARA approach). Specific interventions may address a wide variety of issues identified by the COHA, for example recruitment, worker preparation, or retention issues.

The steps of building a learning culture are inherent in this process. Their focus is to take the issues plaguing the agency and develop innovative solutions. Here the seeds of a learning culture blossom through constant cultivation and nurturing.

Learning Circles

Who: Supervisors and their workers together in learning teams.

About: Meetings focus on organizational climate and implementing best practice approaches at the supervisor/worker group level. As appropriate, participants send ideas to other teams to support organizational culture change.

This team is at the heart of the development of the Learning Organization culture. By design, team members work together to improve unit and agency functioning.

Macro Team

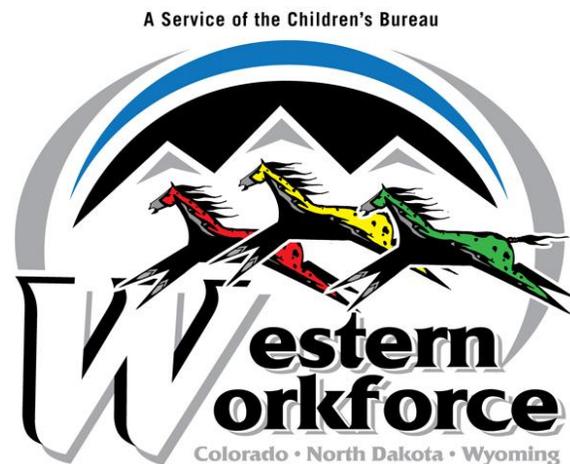
Who: State or County agency /Tribal leaders, University partners, community stakeholders and family representatives.

About: Some strategies related to effective workforce practices can really only be addressed at the macro level. Interventions at the macro level focus on common issues across the state or a large county that impact the workforce, for example centralized recruitment efforts or the establishment of better relationships with the court. Strategies emanating from the macro team will address cross-cutting policy and possibly even legislative issues that impact the entire workforce. Participants will meet approximately quarterly during the project's life.

Stipend Committee

Who: Agency representatives, University representatives, and stipend students.

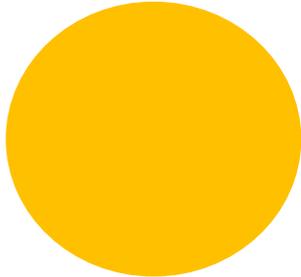
About: This team focuses on recruiting students for BSW/MSW stipends. The committee develops the selection process, procedures and sets criteria for awarding stipends. Selection criteria may include grades, experience, diversity, and population served. Committee members participate in the selection process by screening applications, participating on interview panels, and scoring and choosing award recipients. During the oversight phase, committee members provide ongoing management and decision making. Additionally, they develop a collaborative stipend student internship program, monitor student compliance, provide problem solving and arbitration for students and agencies as well as offer input to the curriculum. This committee meets regularly as necessary and for the duration of the project. By focusing on professional development, the entire organization grows.



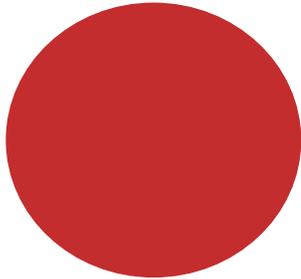
Necessary Conditions for a Learning Organization

Definition of learning Organization

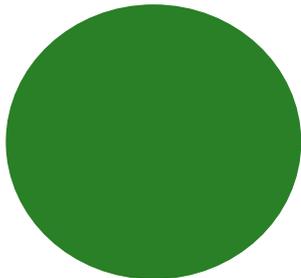
“A learning organization is an organization skilled at creating, acquiring, interpreting, transferring, and retaining knowledge, and at purposefully modifying its behavior to reflect new knowledge and insights” (Garvin, 2000, p. 11).



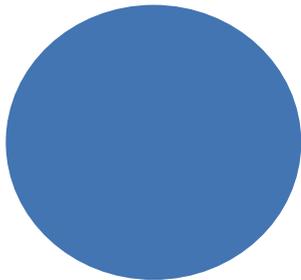
The recognition and acceptance of differences.



The provision of timely, clear feedback.



The pursuit of new ways of thinking and untapped sources of information.



The acceptance of errors, mistakes, and occasional failures as the price of improvement.

(Garvin, 2000)



Learning Circle Approach

Note, this is directly from the LC Manual.

Learning Circle Membership

Learning Circle members consist of one designated team. Typically, this will be the supervisor and his/her workers and case aides assigned to that team, though smaller agencies may define the team differently and adapt membership to any group members who regularly work together. Learning Circles (LC) are facilitated by the team's supervisor or designee, who is specially trained in the LC approach and facilitation techniques. During the initial Learning Circles, the meetings will be co-facilitated with a designated LC coach, with responsibility gradually handed over as supervisors (or other designated persons) develop their own LC facilitation skills. Agency management will be asked to refrain from participating in the Learning Circle, as this is a team-level intervention.

Learning Circles use the PLAN, ACT, REFLECT, and ADAPT (PARA) approach that mirrors most strategic planning or even problem-solving processes; that is to plan, implement, re-assess, and then begin the cycle anew. The PARA approach adapted by the Western Workforce Initiative leading to a learning culture has been made relevant to the needs and realities of child welfare agencies with easily identifiable terms that resonate with child welfare workers and supervisors.

This approach is not linear but rather simultaneous or overlapping as each step does not wait for the other's finish. When in the process of **acting**, the implementers may **reflect** and recognize that the **plan** is not proceeding as anticipated, so **adaptation** may be immediately necessary. During all phases, Learning Circle members will be **thinking** about the current topic. Also, interventions focus on topics that address small as well as larger issues. Teams design plans with solutions that address the issues most affecting their own practice to improve child and family outcomes, and team and agency functioning. Implementation of these plans may not be easy, and it is important for the supervisor to know how to address the barriers they may face as they implement a different approach to practice to improve child and family outcomes and team functioning.

The PARA process runs through a sequence of Learning Circles for each topic, and each meeting may only cover a portion of a phase. In particular, the PLAN phase may require several meetings to thoroughly discuss the chosen topic. It is more important to think carefully through the topic rather than to rush through the PARA phases. The PARA phases simply provide a framework for learning about a topic together, and then working to address that topic with your team. The point is for each topic to move through the PARA process to maximize the potential for successful resolution and implementation. Actions in the PARA process become the seeds for the growth of both improved child and family outcomes and a learning culture within the team and, ultimately, the agency.



Western Workforce Project's PARA approach follows four logical steps: plan, act, reflect, and adapt:

PLAN

- Assess the situation. (What are agency/community strengths? What policies should be considered? What is the agency/community context?)
- Use data and other documents to inform the discussion.
- Consider other sources of information about what has worked elsewhere.
- Determine an approach and strategies.
- Create a plan to address the issue (who, what, where, when, how).

ACT

- Implement the plan focusing on both short- and long-term strategies.
- Analyze information.
- Document problems and unexpected results.
- Acknowledge and celebrate successes.

REFLECT

- Gather information from the actions and strategies employed thus far.
- Compare information to the expectations within the plan.
- Summarize what was learned.
- Discuss alternative strategies and approaches. (What worked? What did not?)

ADAPT

- Make adjustments to the plan.
- Implement the process again reflecting the latest realities.
- Communicate the plan's status to other teams and the agency.
- Make recommendations for future intervention points.



Learning Circle Initial Meetings

Areas to Cover During the Initial Meetings

1. Introduction & Rationale for Learning Circles
 - Connect to your agency mission and vision
2. Learning Circle Principles
 - Provide the principles as a handout and review
3. Change
 - Connect to the rationale for learning circles
 - Conduct the change activity, see the curriculum on the next handout
4. Learning Circle Topics
 - Brainstorm topics
 - Record topics on the “Topic Basket” form



Change Activity for Learning Circles

The curriculum below explains how to present the material related to change to your team.

1. Introduce the next topic, readiness for change. Explain:

Developing a learning organization is predicated on the belief that positive change is a necessary condition for learning organizations to flourish. But change is hard! Especially, since this is a bureaucracy and is *supposed* to be stable. Therein lies the main issue, this is a public agency and may not be good at change or at the very least, entirely comfortable with the notion of change. But, change has become central to the agency's practice, despite the resistance to it. Think about all of the practice changes in the last few years. Think about the CFSR results and the PIP plan and how they've driven practice. If there's one thing that can be counted on, it is change. An organization committed to the development of a learning culture more successfully navigates change.

Refer participants to **Handout: Readiness for Change Questions**. Ask them to spend a couple of minutes reviewing these questions and jot down how they would respond to them now on a scale of 1 -5 with 5 being strongly agree and 1 being strongly disagree.

The COHA assessed this agency's readiness for change by asking the following questions:

1. Staff understand that specific changes may improve outcomes for the children and families.
2. Some staff members resist any type of change.
3. Most staff are willing to try new ideas.
4. It is easy to change procedures to meet new conditions.
5. Some staff are too cautious or slow to make changes.
6. Staff members ask questions and express concerns about changes.



7. Staff members are encouraged to discuss and explore evidence-based practice techniques.
8. Staff adapt quickly when they have to shift focus to accommodate program changes.

Ask them to hold these ratings in mind for the next activity.



Trainer Note: Be prepared with the results from the readiness for change scales from this agency's COHA.

2. Distribute one piece of flip chart paper and markers to all participants. Ask participants to think about their attitudes towards change and **write a statement or draw a picture** about this attitude on their flip chart paper using the markers provided. Next, ask participants to walk around and read these statements and comment on their flip chart paper using the markers. Ask them to do this silently and comment on all flip chart papers if possible. Allow about 10 minutes for the walk around activity.

3. Bring the group back together and ask questions to process the activity. Ask people to explain their pictures. Questions to process include:

- What were some of the similarities in the comments?
- What were some of the differences?
- How can they use this awareness of attitudes towards change for conducting the learning circles?

This activity illuminates the challenge of change.



Frequently Asked Questions

1. **What's the difference between a Learning Circle and a unit meeting?** *A unit meeting deals with the day-to-day business of the unit while a learning circle typically focuses on one topic and is guided by the PARA (plan, act, reflect, adapt) process.*
2. **Who conducts the learning circle?** *The designated LC facilitator, typically the unit supervisor but this person could be a lead worker so long as he/she has been trained at the LC Facilitator training.*
3. **How many learning circles do I have to do?** *Learning circles are conducted at least once monthly indefinitely. The Western Workforce Project will be providing support and evaluating the process for one year after you begin. But as a problem-solving tool, you can use them indefinitely.*
4. **Once I've done 5 learning circles, am I finished?** *No, see above. The coach will attend up to 5 learning circles, then you'll be facilitating on your own.*
5. **How long do I have to do learning circles?** *Please see above. As part of the project, your agency has committed to the Learning Circles for a minimum of 1 year, but we hope you will use this tool indefinitely.*
6. **What's an appropriate topic for learning circles?** *Previous topics have included: team cohesion, secondary trauma, scheduling, morale, communication, and documentation.*
7. **Am I required to participate in the Western Workforce Project and Learning Circles?** *Your agency has committed to the Western Workforce Project for the five-year funding period. As part of your job expectations, management expects you to participate in the project and conduct learning circles. The learning circle intervention lasts for one year of observation and support from staff at the Butler Institute.*
8. **What's in it for me?** *Learning circles will help you to address issues and functioning that most impact your team and your agency. Your team will decide together how to tackle these issues with an action plan. The process brings decision-making down to the team level and gives you control over issues relevant to you and your team. By engaging in learning circles, your teams helps to create a more positive organizational culture that reflects the qualities of a learning organization.*
9. **How are these learning circles helpful to me in my job?** *You and your team decide what to discuss and work on during learning circles. The*



solutions you develop in your learning should have a direct effect on how your team and agency functions thus improving practice and job satisfaction.

10. **Do I always need to fill out the learning circle journal form?** *Yes, as part of the evaluation process we need to know whether you're conducting learning circles as intended in the model (this is "fidelity"). Your learning circle journals also help us to understand what you are doing in your learning circle and then provide support to you in this project.*
11. **Do I have to complete the evaluation survey?** *In accordance with Institutional Review Board (IRB) guidelines, completion of the surveys is completely voluntary. We are asking that you complete the surveys in order to assess the effectiveness of the Western Workforce Project interventions.*
12. **Who's going to see the survey data?** *All survey data are completely confidential. Only Butler Institute research staff have access to the securely-stored data. Your unique identifiers will help us to match surveys over time so we can understand your attitudes and reactions to the learning circles over the project period. Data will only be reported in aggregate and never will we report anything that could ever be attributed to any individual. We follow strict research protocols established by our Institutional Review Board to protect your privacy.*
13. **Why do we have to keep on taking all these surveys?** *So that we can measure your attitudes about the learning circles over time.*
14. **What does my coach do?** *Your coach will help you get your learning circles started by guiding you in both the content and process of learning circles. She'll be able to answer questions, like what is an appropriate learning circle topic and how to deal with your group's dynamics. Also, she'll be administering the LC surveys we are collecting at specific time points to assess the learning circle effectiveness. Either in-person or on the phone, your coach will be there to assist you in the ongoing implementation of the learning circles.*
15. **How do I get started with learning circles?** *Excellent question! We will schedule an orientation on learning circles by Butler Institute staff for your team during this training. Next your coach will contact you to set up your first learning circle with her in attendance. Within 30 days, you should hold your first learning circle.*



Dimensions of Group Norms

- ❖ Attendance
- ❖ Promptness
- ❖ Participation
- ❖ Interruptions (e.g., phone calls)
- ❖ Basic Conversational courtesies (e.g., listen respectfully, one conversation at a time, etc.)
- ❖ Confidentiality
- ❖ Assignments
- ❖ Meeting time and place



My Learning Circle Introduction

Directions: Take about five minutes and work independently to craft your introduction to the learning circles. Think about how you will explain the concept of a learning circle and how you will gain the commitment of your team's to the learning circle. Make sure your introduction reflects *who you are*. Follow this with a presentation of your statement to your group. Provide group feedback to each group member focusing on the strengths and the areas for improvement. As a group, select an exceptional introduction to share with the large group.

My Learning Circle Introduction:

Group Feedback:



Readiness for Change Questions

Directions: Spend a few minutes reviewing these questions and record your response to them on a 1 to 5 scale, with 5 representing strongly agree and 1 representing strongly disagree. Keep your ratings in mind for the next activity.

The COHA assessed this agency's readiness for change by asking the following questions:

1. Staff understand that specific changes may improve outcomes for the children and families.

Response:

1-----2-----3-----4-----5

2. Some staff members resist any type of change.

Response:

1-----2-----3-----4-----5

3. Most staff are willing to try new ideas.

Response:

1-----2-----3-----4-----5

4. It is easy to change procedures to meet new conditions.

Response:

1-----2-----3-----4-----5



5. Some staff are too cautious or slow to make changes.

Response:

1-----2-----3-----4-----5

6. Staff members ask questions and express concerns about changes.

Response:

1-----2-----3-----4-----5

7. Staff members are encouraged to discuss and explore evidence-based practice techniques.

Response:

1-----2-----3-----4-----5

8. Staff adapt quickly when they have to shift focus to accommodate program changes.

Response:

1-----2-----3-----4-----5



Learning Circle Topics and Information Sources

Topic	Potential Sources of Information
Team cohesion	
Unit scheduling	
Emergency placements (process)	
Morale	
Certification of adoptive families	



Topic	Potential Sources of Information
Secondary Trauma	
Gossip/interpersonal issues	
Internal/external resource sharing	
Communication (internal and external)	
Contact documentation	
Vital documents (process)	





TEAM: The Four Areas of Group Facilitation

Transforms the Environment - sets the context and fosters an environment conducive to interaction.

Engages Team Members – encourages participation by all team members.

Acts as a Leader – models desired behavior and inspires the group.

Manages Behaviors – skillfully manages troublesome behaviors to keep the group focused.





TEAM Behaviors

Transform the Environment

- Maintains a climate conducive to participating, listening, understanding, learning, and creating.
- Listens actively.
- Creates a safe environment for thinking and learning together.
- Knows how to help people focus.
- Asks questions and listens to the entire response.
- Reserves judgment and keeps an open mind.
- Provides structure and guidance to increase the likelihood that objectives will be accomplished.
- Suggests and direct processes that empower and mobilize the group to do its work.
- Encourages the group to evaluate its own progress or development.
- Helps people arrive at consensus.

Engages Team Members

- Encourages dialogue and interaction among participants.
- Capitalizes on differences among group members for the common good of the group.
- Affirms responses (yes, exactly, say more, good example).
- Respects all participants and their opinions (unless it is detrimental to the group).
- Calls on specific people, (Jacob, what are your thoughts on this?) as well as a variety of people (avoid calling on the same people).
- Engages the group through questions.



- Waits for silence (after asking a question) (I'm patient; you're a thoughtful group today).
- Pays attention and responds to the group.
- Uses humor.
- Connects participants' personal experience (work, life, etc) to the subject.
- Genuinely values the knowledge, information, and expertise of every team member and knows how to draw out that knowledge.
- Invites diverse viewpoints.

Acts as a Leader

- Helps the group establish and accomplish its own objectives.
- Keeps the group focused on its objectives.
- Validates and engage the expertise in the room (Kyle, you were a therapist for many years, what are your thoughts on this approach?)
- Models desired behavior.
- Pitches in and does some of what team members do, when necessary.
- Knows how to coach and inspire.
- Comfortably relies on the expertise of others.
- Understands and anticipates change.
- Teaches others how to solve problems without solving the problems for them. (Example: Asks team members for their ideas, even you have a good one in mind.)
- Shares credit with team members and ensures that credit goes where credit is due.
- Encourages team members to take responsibility for issues, problems, actions, and projects.



- Understands and acknowledges that people's individual needs (social, personal, career, lifestyle, work preference) affect teamwork and works with, not against those needs.

Manages behaviors

- Defuses any tension in the room.
- Attends to distractions ("let's all put our phones on vibrate).
- Addresses conflict.
- Confronts troublesome behaviors.
- Notices when team members are restless or lethargic.
- Attends to side-bar conversations and manages them.

Learning Circle Questions¹

Creating a Future

What are your hopes and dreams about this?

What can you see developing out of this in the future?

Imagine yourself in the future. What do you see?

What are the steps that will lead us into the future?

If we look through the fog, what do we see?

What's the best way this can turn out?

Drawing out Issues

What are the issue here?

There are several issues within this discussion. Let's draw them out and address them one at a time.

Would someone like to play the role of devil's advocate?

There seems to be an underlying issue here which we are missing. Can anyone identify it?

How do these issues fit together?

What is the key issue here?

Keeping on Task

We are getting distracted. Let's get back on task.

¹ *Adapted from:* Hunter, D., Bailey, A., & Taylor, B. (1995). *The art of facilitation*. Cambridge, MA: Fisher Books.



Can anyone summarize where we have gotten to?

How can we move this issue forward?

What is the main task?

What steps can we take?

Let's put this new issue on the agenda for later and get back to the first issue.

Who will take responsibility for carrying out this task?

When will it be done?

There are a lot of distractions happening—let's get back to the issue/task.

What do we need to consider or take into account to have this resolved?

Cutting through Patterned behavior

You have said what you don't want to happen, Jen. Can you tell us what you would like to happen?

Can you propose an alternative Jen?

This conversation is going around in circles. Let's tackle something we can work on.

You have made a number of criticisms, Jen. What has tripped you up? What has come up for you?

What is your bottom-line concern, Jen?

Jen, you have had time to put forth your views. Let's hear from someone else.

Please don't interrupt when Jen is speaking.

Can we have one conversation at a time?

Let's separate the person from the issue.

What's not Being Said

I sense that there is something present here that is not being said. What is it?

There is something going on under the surface. Can someone say what it is?

There is a gremlin in the woodwork. Can someone see it and tell us what it is?

Jen, I sense you are holding back. What do you really want to say?

The unsaid is louder here than the spoken.

There seems to be a lot people are not saying.

Who can say what's missing here?

Let's have a round on what's missing in this discussion.

How do you account for the (low energy/anger/lack of participation/etc.) in the group? What does it suggest to you?

What do you think is happening here?

Identifying agreement and disagreement

Can someone sum up the agreement already reached? Now we'll check that out with the whole group.

The agreement we seem to have reached is...Does everyone agree? The areas of agreement are:....

The areas of disagreement are:Is this how everyone sees it?

We do not have agreement. Let's capture the different perspectives...

Can you or someone else summarize your perspective?

Who is not happy with this solution?

What would you like changed?

Can you live with this decision?

Learning

What did you notice?

Were there any surprises?

How does this connect with what you already understand?

How will you use these ideas?

If you did this again, what would you like to be different?

What have been your major learnings from this learning circle?

What is the essence of your learnings—in one sentence?

Feedback and acknowledgment

Let's have a round of constructive criticism.

Let's have some feedback on that idea.

Is there any further constructive criticism?

Now let's have positive feedback and acknowledgment.

I acknowledge you, Jen, for...

My Team's Group Dynamics

Directions: Discuss the following questions amongst your small groups.

What are some of the dynamics that might be encountered with my team? List these here.

What strategies can be used to address these dynamics?

What kinds of statements do you expect to hear during the learning circles (e.g., "this will never work")?



For every statement above, devise a rebuttal statement from the information presented on group facilitation

Practice those statements by asking one person to role play that of a worker.

Discuss how to keep learning circles a positive experience long term.



Learning Circle Meeting Journal

PLEASE **PRINT** legibly and FAX to: Laricia Longworth-Reed at (303) 871.4980,

or email: Laricia.Longworth-Reed@du.edu Thank You

Facilitator: _____ Unit _____

Supervisor: _____

Date of Meeting: ____/____/____ Coach Present? Yes No

Length of Today's Meeting (minutes): _____

1. Meeting Attendees (Please PRINT the **first and last** name of all meeting attendees below):

2. What phase of the PARA process best describes the focus of your meeting?

Plan Act Reflect Adapt

3. What was today's topic(s)?

4. Summarize today's meeting discussion here.

5. What is your action plan for addressing your topic (if appropriate)? (*Who will do what by when?*)



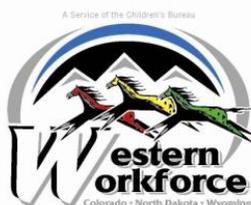
Learning Circle Evaluation: A Guide for What to Expect

Welcome, to the wonderful world of Learning Circles! As part of the Learning Circle evaluation we will be collecting information on how everything is going through out the project period. Here's a brief overview of what you can expect:

Getting Started (0 – 6 months)

You were probably asked sometime in fall 2010 to complete a survey with your unit before Learning Circle's began for you team (Evaluation 1). This was a survey to compare your cohort (everyone starting in June 2011) with the first cohort (started June 2010). At your first Learning Circle you and your workers will be asked to complete a similar survey which your coach will collect and return to the Butler Institute. This will be your baseline intervention survey (Evaluation 2).

Your Learning Circles will likely be held on a regular basis. You will be asked to complete your Learning Circle Meeting Journal and fax it to the Butler Institute via a link that we will send you. Over the course of the project, the Butler Institute should receive six learning circle journals.



At your first Learning Circle you are asked to complete a survey. Alternatively, you can complete it online. If you have had six learning circles, the Butler

@ 6 Months

You and your staff will complete a 6 month survey to evaluate the fidelity and effectiveness of the learning circle intervention (Evaluation 3). A Butler Institute Staff member will come out and administer the survey at one of your learning circle meetings.

6-12 Months

Learning Circles continue and we ask for your help in getting your Learning Circle Meeting Journals submitted on a timely basis so that we know how you are doing. We would expect one Learning Circle Meeting Journal each month for a total of six more Learning Circle Journals.

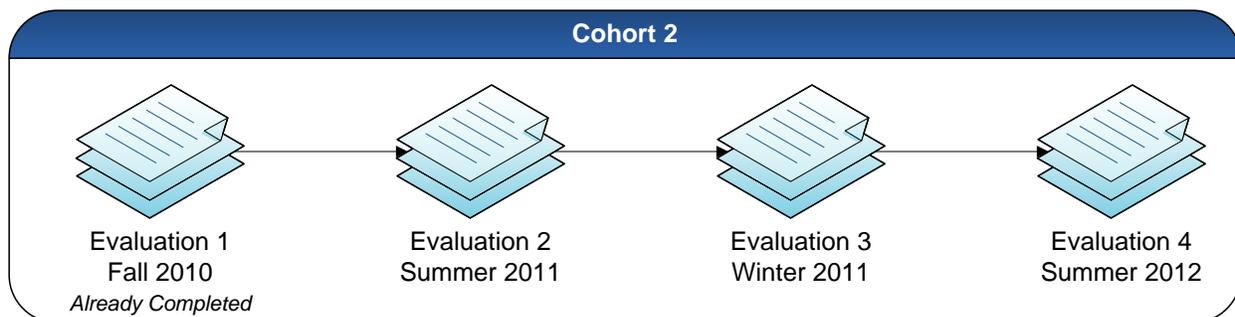
@ 12 Months

Congratulations! You have now been in Learning Circles for a year and we again want to get your opinion on how things are going. A member of the Butler Evaluation Team will again contact you to schedule at time to come to your month 12 Learning Circle Meeting to administer a follow-up survey to find out about the learning circle's effectiveness and fidelity to the Learning Circle model (Evaluation 4).

A diagram is available on the next page so that you can reference quickly what is coming up next.



Western Workforce Learning Circle Survey Schedule



Learning Circle Practice and Feedback Forms

Directions: Each group member will be given the opportunity to facilitate a learning circle in their small group. Follow the protocol established in Section 4 of the Learning Circle Manual. Practice the phases of the PARA process using the protocols and topic exploration questions.

1. Determine who will conduct the first learning circle. Other group participants should simulate team members in the group. During the learning circle, they may even want to test out some troublesome behaviors to give the facilitator the opportunity to practice managing the group.
2. Decide who will take notes and complete the LC Meeting Journal.
3. Commence the learning circle following through the steps in the protocol found in Section 4 of your learning circle manual. The first round should simulate a “PLAN” phase. Allow about 20 minutes for practice. Use the feedback during the Learning Circle to jot down notes about the current facilitator’s strengths and needs. Simulate a “real” experience; in other words participants should challenge the facilitator and maybe even “act” out a little so as to give the facilitator the opportunity to practice his/her group management skills.
4. Call a time out and all group members should provide feedback. Also review the learning circle journal form and provide feedback to the note-taker as well. Structure the feedback to include areas of strength and needs. Discuss for 5-10 minutes. Each person should be allotted about 30 minutes. One person in each group should manage the time.
5. Pass the Learning Circle baton to the next group member and commence another learning circle.
6. Continue until all group members have had an opportunity to practice. If there’s still time, do another round, focusing on another phase of the PARA process. Again, using the protocols provided in Section 4 of the Learning Circle Manual.

A Learning Culture is an environment that promotes and fosters individual, team, and organizational learning (Garvin.





Learning Circle Feedback Form

Directions: Use this form to provide meaningful feedback for each group member. Meaningful feedback is specific, behaviorally-anchored, and discusses strengths and areas needing improvement.

Group Member 1: _____

What are the areas of strength?

To what extent did the LC facilitator maintain fidelity to the model?

What are areas for improvement?



Learning Circle Meeting Journal

PLEASE **PRINT** legibly and FAX to: Laricia Longworth-Reed at (303) 871.4980,

or email: Laricia.Longworth-Reed@du.edu Thank You

Facilitator: _____ Unit _____

Supervisor: _____

Date of Meeting: ____/____/____ Coach Present? Yes No

Length of Today's Meeting (minutes): _____

1. Meeting Attendees (Please PRINT the **first and last** name of all meeting attendees below):

2. What phase of the PARA process best describes the focus of your meeting?

Plan Act Reflect Adapt

3. What was today's topic(s)?

4. Summarize today's meeting discussion here.

5. What is your action plan for addressing your topic (if appropriate)? (*Who will do what by when?*)



Group Member 2: _____

What are the areas of strength?

To what extent did the LC facilitator maintain fidelity to the model?

What are areas for improvement?

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Facilitator: _____ Unit _____

Supervisor: _____

Date of Meeting: ____/____/____ Coach Present? Yes No

Length of Today's Meeting (minutes): _____

1. Meeting Attendees (Please PRINT the **first and last** name of all meeting attendees below):

2. What phase of the PARA process best describes the focus of your meeting?

Plan Act Reflect Adapt

3. What was today's topic(s)?

4. Summarize today's meeting discussion here.

5. What is your action plan for addressing your topic (if appropriate)? (*Who will do what by when?*)



Group Member 3: _____

What are the areas of strength?

To what extent did the LC facilitator maintain fidelity to the model?

What are areas for improvement?

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or email: Laricia.Longworth-Reed@du.edu Thank You

Facilitator: _____ Unit _____

Supervisor: _____

Date of Meeting: ____/____/____ Coach Present? Yes No

Length of Today's Meeting (minutes): _____

1. Meeting Attendees (Please PRINT the **first and last** name of all meeting attendees below):

2. What phase of the PARA process best describes the focus of your meeting?

Plan Act Reflect Adapt

3. What was today's topic(s)?

4. Summarize today's meeting discussion here.

5. What is your action plan for addressing your topic (if appropriate)? (*Who will do what by when?*)



Group Member 4: _____

What are the areas of strength?

To what extent did the LC facilitator maintain fidelity to the model?

What are areas for improvement?



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or email: Laricia.Longworth-Reed@du.edu Thank You

Facilitator: _____ Unit _____

Supervisor: _____

Date of Meeting: ____/____/____ Coach Present? Yes No

Length of Today's Meeting (minutes): _____

1. Meeting Attendees (Please PRINT the **first and last** name of all meeting attendees below):

2. What phase of the PARA process best describes the focus of your meeting?

Plan Act Reflect Adapt

3. What was today's topic(s)?

4. Summarize today's meeting discussion here.

5. What is your action plan for addressing your topic (if appropriate)? (*Who will do what by when?*)



Group Member 5: _____

What are the areas of strength?

To what extent did the LC facilitator maintain fidelity to the model?

What are areas for improvement?



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or email: Laricia.Longworth-Reed@du.edu Thank You

Facilitator: _____ Unit _____

Supervisor: _____

Date of Meeting: ____/____/____ Coach Present? Yes No

Length of Today's Meeting (minutes): _____

1. Meeting Attendees (Please PRINT the **first and last** name of all meeting attendees below):

2. What phase of the PARA process best describes the focus of your meeting?

Plan Act Reflect Adapt

3. What was today's topic(s)?

4. Summarize today's meeting discussion here.

5. What is your action plan for addressing your topic (if appropriate)? (*Who will do what by when?*)

