



THE CIVIC CANOPY

THE MANY WORKING AS ONE FOR THE GOOD OF ALL

## Canopy Associates Training 1: Introduction to the Community Learning Model

July 24, 2018



### Meeting Objectives

- Participants understand the elements of the Community Learning Model (CLM) and how they fit together as an ongoing learning process.
- Participants understand key pieces of theory and research that support the Community Learning Model.
- Participants can apply what they have learned about the CLM to situations they face in their practice.

## Community Learning Model



- Synthesis of research on effective teams and collaboratives
- Correlation between the quality of process and quality of population outcomes
- Provides a way to think about the ongoing work of getting results through continuous improvement

## Basic Approach If We Get Separated. . .

1. Engaging question or activity
2. Summary of the research
3. Provide a brief story or explanation
4. Give you a chance to explore or discuss



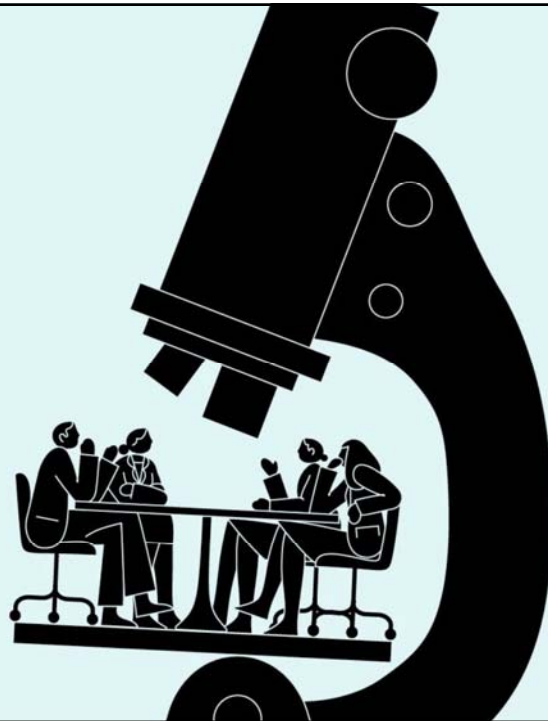


# Include

THE WORK ISSUE

## What Google Learned From Its Quest to Build the Perfect Team

New research reveals surprising truths about why some work groups thrive and others falter.





## Larson and Hicks: It is all about Commitment

- Commitment is a reflection of individual's willingness to contribute their energy to a group
- The level of commitment within a group is directly correlated with the effectiveness of the group
- The quality of a group's process—how fair people perceive it to be, how authentic, how equal its members—sets in motion people's willingness or hesitancy to commit
- The level of commitment then determines their capacity to cooperate, work effectively, etc.



## The Transfer of Commitment





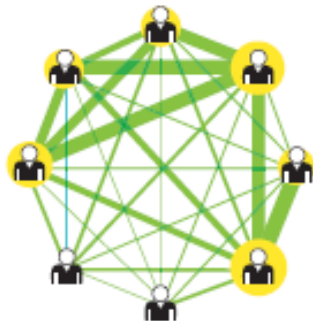
## So What is High Quality Process?

- **Fairness**—those affected by a decision have input into the decision
- **Equality**—affords all stakeholders equal opportunities to contribute and influence outcomes irrespective of role or background
- **Goal-orientation**—people's efforts are focused on the common good, not just advancing individual interests
- **Authenticity**—stakeholders feel they can make binding commitments without those being rescinded by agents with higher levels of authority

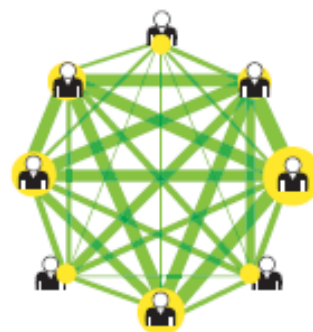


## High Quality Process = Effective Flow of Energy in Group

“Team Within a Team”



Team of Equals



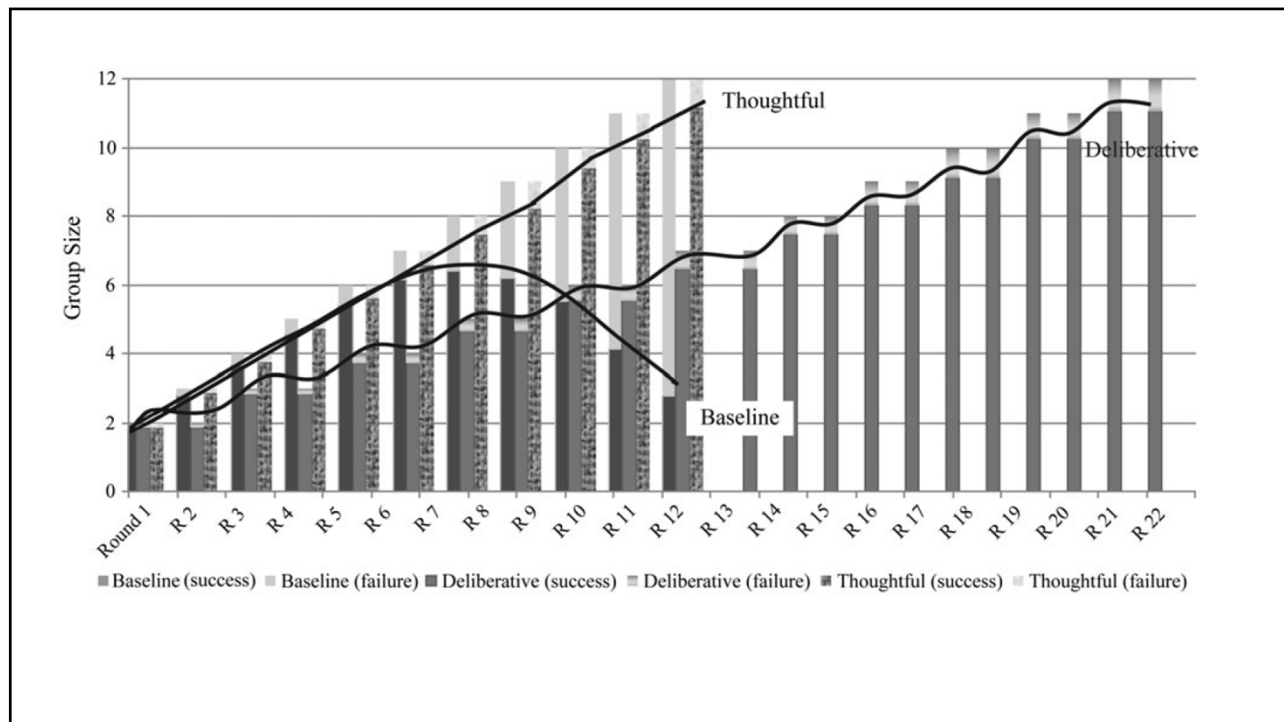
### Modeling Commitment: Minimum Commitment Game

- Participants must build a chain together
- Each person can put in either a strong link or a weak link
- Strong link costs \$10, weak link costs \$1
- All strong links = All get \$30
- One weak link = -\$5 for weak, -\$5 for strong



## Two Successful Strategies

- Deliberate Planning
  - Small group is given the time it needs to establish trust and commitment, with time being the variable and high quality process being the given
  - Additional members added slowly once commitment is established
- Thoughtful Inclusion
  - Small group begins with strong commitment
  - Newcomers are “exposed” to the commitment of subgroups through intentional outreach



## Inclusion in Brief

- Establish psychological safety— “a shared belief held by members of a team that the team is safe for interpersonal risk taking.”\*
- Balance the flow of energy in a group
- Build commitment through high quality process
- Scale inclusion thoughtfully and deliberately

\*Amy Edmondson. 1999. Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*.



# Dialogue



## Power Over vs. Power With

Instrumental Rationality	Communicative Rationality
Reaching my objective	Reaching agreement
Getting my way	Mutual understanding
Coercion	Consensus
Power over	Power with
Dominance	Reciprocity
Voting, Aggregating Interests	Dialogue, Deliberation

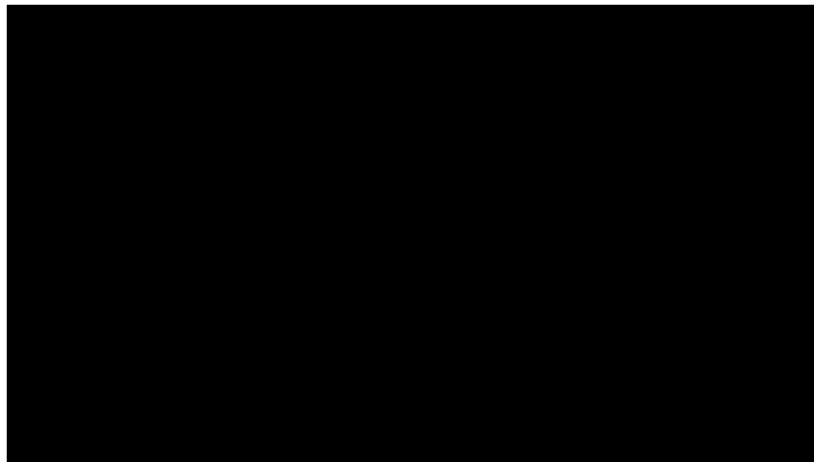




## On Dialogue

- Physicist David Bohm once compared conversations to the field behavior of a superconductor. In a superconductor, electrons moving through a wire are cooled to the point where they no longer collide or create heat through resistance. Instead, after reaching an optimally low temperature, they begin to act like parts of a coherent whole, moving around obstacles like ballet dancers on a stage. Under these conditions the electrons flow with virtually no friction. They have both high intensity and high 'intelligence' as they naturally align themselves with an invisible pattern. Similarly, when we are in dialogue and are thinking together in a coordinated fashion, we are like the cool intensity of these fields of electrons. Rather than seeing our conversations as the crashing and careening of billiard balls, individuals may come to see and feel them as *fields* in which a sense of wholeness can appear, intensify, and diminish in intensity again.

William Isaacs. 1999. *Dialogue and the Art of Thinking Together*. p. 235





## Dialogue, Inclusion and Democracy

In the deliberative model democracy is a form of practical reason. Participants in the democratic process offer proposals for how best to solve problems or meet legitimate needs, and so on, and they present arguments through which they aim to persuade others to accept their proposals. Democratic process is primarily a discussion of problems, conflicts, claims of need or interest. Through dialogue others test and challenge these proposals and arguments. Because they have not stood up to dialogic examination, the deliberating public rejects or refines some proposals. Participants arrive at a decision not by determining what preferences have greatest numerical support, but by determining which proposals the collective agrees are supported by the best reasons.

Iris Marion Young. 2000. *Inclusion and Democracy*. P. 22-23.



## Dialogue in Brief

- Dialogue is the flow of meaning in a group, and the “the art of thinking together”\*
- Focus on mutual understanding
- Foster the give and take of reasons when making decisions
- Keep the players at the table over time

\* William Isaacs. 1999. *Dialogue and the Art of Thinking Together*.



# Results



## An Elevating Goal: Why Teams Exist

The single most important determinant of a team's success is a 'clear and elevating goal.' We came to this conclusion after talking to members and leaders of some of the most successful teams in recent history—heart transplant teams, mountaineering teams, space exploration teams, new product development teams. Others who have studied groups and teams have reached the same conclusion with a consistency that approximates consensus. The goal is what it's all about; it is the reason the team exists.

Frank Lafasto and Carl Larson. 2001. *When Teams Work Best: 6,000 Team Members and Leaders Tell What it Takes to Succeed.*



## Results-Based Thinking

RESULT

The first question to ask is  
**“what is the end result you seek?”**

INDICATOR

The second question to ask is  
**“how would you know if you got there?”**



## Results in Brief

- Establish a clear and elevating goal (result)
- Establish ways to measure progress toward the goal (indicators)



# Act



The fundamental law of success is this:

*Action is more likely to succeed than inaction*

Lafasto and Larson 2001



## Action in Brief

- Establish an action orientation and experimental mindset
- Institute effective problem solving processes
- Maximize innovation, reinforce what works
- Establish interim successes



# Learn



## Data-Driven Decision Making Made Simple

1. Establish clear results—begin with the end in mind
2. Define how you will measure results—from X to Y by When
3. Include key partners in defining strategies that will work
4. Get the story behind the data—what would work to improve the situation?
5. Try something
6. Learn from what you tried—what worked? What didn't? What can you try next time?
7. Repeat.
8. Make it part of your culture.



## Learning in Brief



### Supportive Learning Environment

- Psychological Safety, Openness to New Ideas
- Appreciation of Differences, Time for Reflection



### Concrete Learning Processes

- Information Collection and Transfer
- Experimentation, Analysis, Training



### Leadership that Reinforces Learning

- Inviting Input, Acknowledging Limitations
- Asking Questions, Listening, Not Judging

Garvin, Edmondson and Gino. 2008. Is Yours a Learning Organization? *Harvard Business Review*.



# Culture of Collaboration



## Culture of Collaboration in Brief

- Reinforce a climate of psychological safety and trust
- Establish a container for group energy
- Distribute power and leadership among members
- Establish routines and structures that reinforce the learning cycle
- Reflect and repeat





# Pulling it All Together



## Final Reflections

- Revisit your initial insights and fill in your closing thoughts
- Identify one thing—action, behavior, tool, insight, etc.—from today's discussion that you intend to make greater use of in your life and/or work
- Share your reflections with a person with whom you have not yet spoken
- Fill out the brief evaluation form



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