



SHIP

Statewide Health Improvement Program

The Soft Side of Systems Change

The Role of Learning Environments in
Building Effective Change

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Working with Change....

- Describe a time in your life where you or someone close to you had to make a dramatic change.
- What was involved with this change? What worked well? What was challenging to sustain? What did you or the person you know have to learn in order to make this change? About themselves? About others? About what to do?

**HOW IS CHANGE CONNECTED TO
LEARNING?**

**HOW IS SPE CHANGE CONNECTED
TO LEARNING?**

WHAT IS COLLABORATION?

**WHERE IS COLLABORATION BUILT
INTO THE SHIP MODEL?**

What are we doing with SHIP?

- Building collaborative capacity to make systems change in local communities
 - Improving community environments so people are more active, make better food choices, and use less tobacco
 - Implementing interventions



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Talk with your neighbor...

**IN WHAT WAYS IS COLLABORATION
IMPORTANT FOR YOUR
INTERVENTIONS?**

The Role of Collaboration in Making Change

- Depth
- Extent
- Sustainability
- Diffusion
- Continued innovation

By paying attention to collaboration, you are building community-based, networked leadership positioned to make ongoing systems change

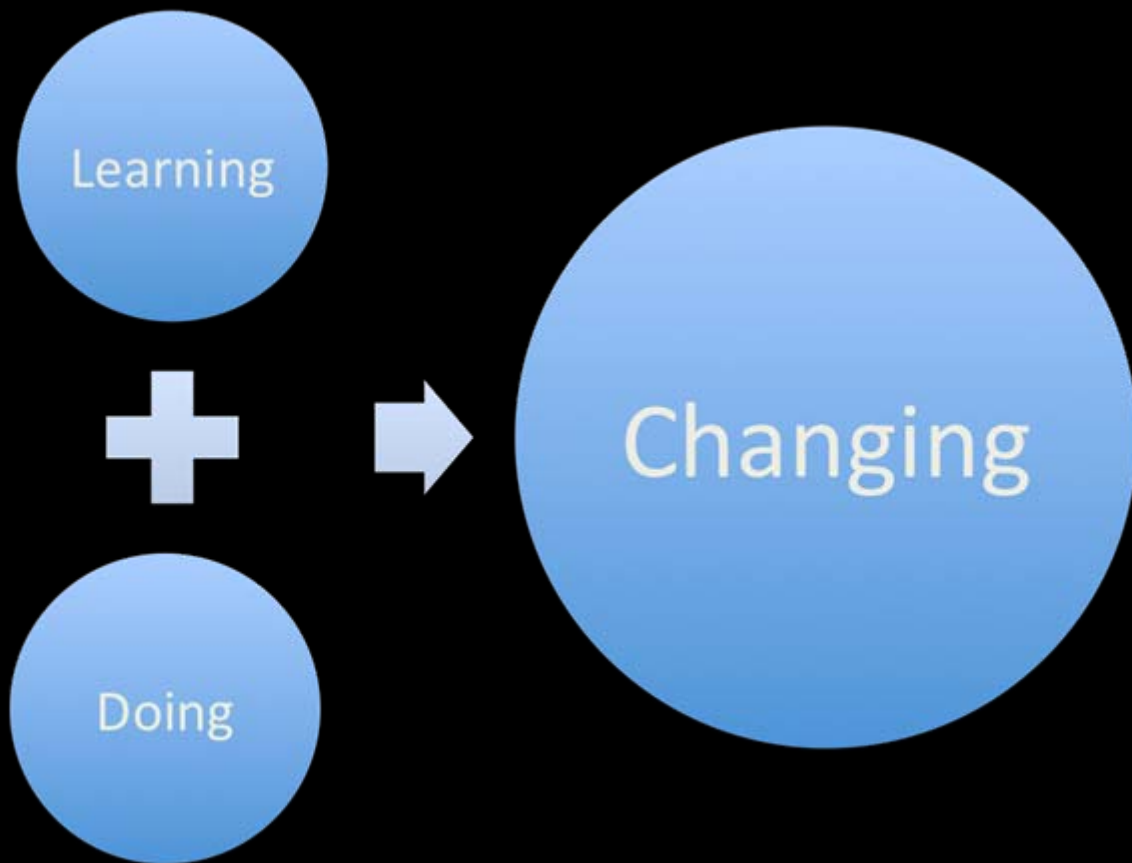
Thinking about collaboration...

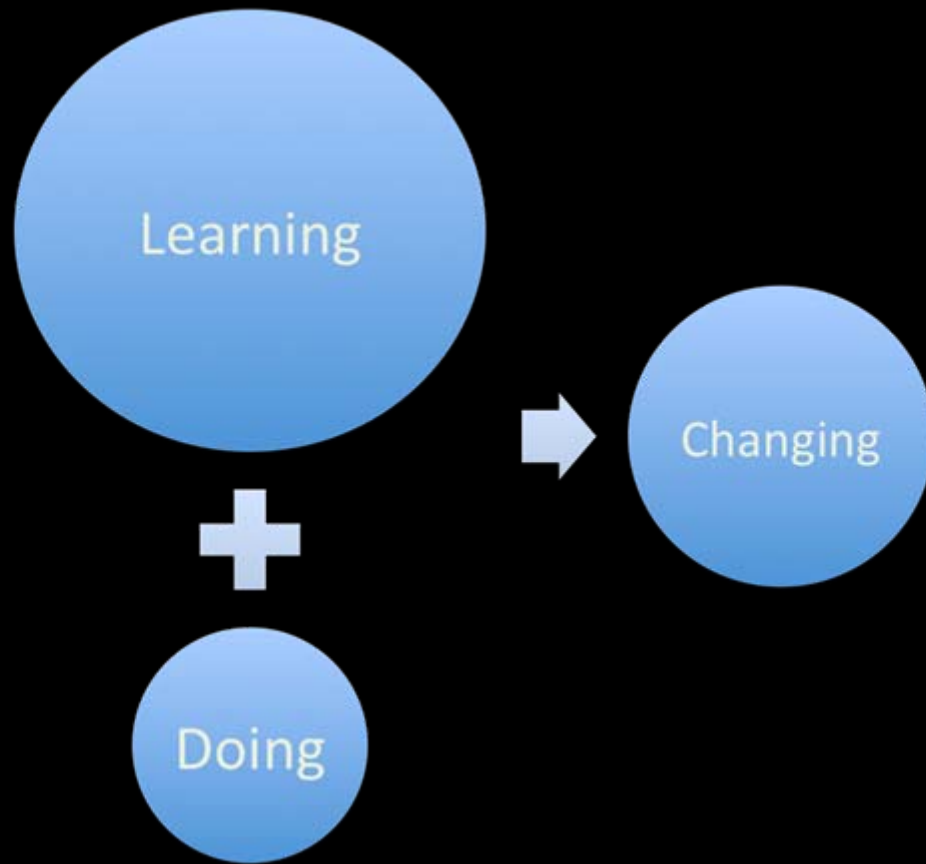
COLLABORATION AS INTERVENTION

Ways of thinking about collaboration

- 'doing' together
- 'learning' together







**HOW DO YOU SUPPORT THE GROWTH
OF COLLABORATION IN YOUR SHIP
INTERVENTIONS?**

Building a Learning Community

INTERVENTION PARTNERS AS LEARNERS

Pairs conversation...

**HOW HAS WHAT I'VE LEARNED
IMPACTED MY APPROACH TO
COMMUNITY AND SCHOOL FOOD
INTERVENTIONS?**

**WHAT HAPPENS WHEN YOU TREAT
PARTNERS AS LEARNERS?**

Deepen Engagement/ Increase Effectiveness

- Enhance understanding of SPE change
- Connect core sense of self to a sense of personal mission about the work
- Link learning to change
- Build strong working relationships with colleagues in communities
- Extend leadership across network of relationships
- Increases attendance and buy-in – EVEN on conference calls!

Thinking differently about interventions...

INTERVENTION AS SUSTAINED CONVERSATION

**IN WHAT WAYS DO YOU PLAN FOR
MANAGING DISCUSSION OF
INTERVENTION PARTNERS?**

A Sustained Conversation of Learners to Implement Systems Change

BUILDING A LEARNING COMMUNITY

How Do Adults Learn?

- Transformative personal experience embedded in 'work' of interventions
- Peer to peer learning
- Reflection, dialogue, synthesis
- Learning together
- The Law of Halfsies

Principles of a Learning Community

- Every group is a learning community
- Every gathering is a learning environment
- Every participant is a learner
- People are learners together

**WHAT DOES THIS MEAN FOR
MEETINGS?**

Meeting as Conversation

STANDARD PARADIGM

- What do we need to get done?
- Do we need handouts?
- What update do they need?

LEARNING PARADIGM

- What are the learning objectives?
- What component of the meeting will be dedicated to group learning?
- How are we designing the meeting to ensure that participants 'get' what they need to?

Meeting Design Principles of a Learning Community

1. Always Build Capacity
2. Keep People Participating
3. Give Time to Think

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- 1. Learning Component**
- 2. Conversational Component**
- 3. Reflective Component**

Each meeting needs:

1. Always Build Capacity

- Learning - What people need to learn

2. Keep People Participating

- Conversation - How dialogue needs to be designed and managed

3. Give Time to Think

- Reflection - Why people need meaning-making

The 3 C's of Learning

ALWAYS BUILD CAPACITY

What do we know about how change works? What do we need to learn?

CHANGE

Learning about change...

- Can help people discriminate between goals, strategies and tactics – ‘sophisticates and refines their thinking’
- Can help people be innovative in their approach and open their thinking to alternative options
- Can help people understand different levels of change and their relative impact

What do we need to learn to work together effectively?

COLLABORATION

Learning about Collaboration

- Can help people focus on relationships as a vehicle for change, rather than tasks
- Can help people identify weak and strong links in a network and what they need to do to improve or capitalize on them
- Can help people understand the strategic value of relationships
- Can help deepen peoples' investment in the work as they form ties to others

What know-how do we need to successfully execute our intervention?

CONTENT

Learning about Content

- Can help people gain a concrete sense of how to move forward
- Provides practical, concrete examples of effective projects and tactics
- Inspires confidence in the 'actuality' of change
- Improves quality and depth of interventions
- Contributes to problem-solving

Group dialogue...

**IN WHAT WAYS ARE USING ANY OF
THE 3 C'S AT YOUR MEETINGS?**

How do we do this?

APPLYING THE 3 C'S

Always Build Capacity

Group Exercise

- Select one of the 3 C's as the focus for learning at the meeting:
 - Is it a video case study you found about setting up a farmers market? (CONTENT)
 - Is it a reflective conversation on what the group has learned about systems change? (CHANGE)
 - Is it a brief presentation by a member of the intervention team about what they're learning about collaboration followed by a discussion? (COLLABORATION)

The Three "C"s...

- Change
- Content
- Collaboration

The Art and Science of Quality Conversation

KEEP PEOPLE PARTICIPATING

Advice on Designing a Learning Environment

- People should have a chance to talk with each other in a variety of ways
- Conversation should be guided by good questions
- Balance between presentation, dialogue and reflection should be established (50-50 rule)

Authentic Participation

- What are ways to build effective conversation?
- How do you sustain a link between conversations through time, so they build on each other?
- How do you design conversations based on a 'learning' paradigm?

**THE QUALITY OF THE CONVERSATION IS
DIRECTLY RELATED TO THE QUALITY OF
ITS DESIGN**

ESTABLISHING LEARNING OBJECTIVES

The 'How To' of learning objectives?

- What do people need to understand to be effective in implementing interventions?
 - Content, Change, Collaboration
- Where do we want people to be with this mastery in 12, 9, 6, 3 months time?
- How can we assess what people know about the 3 C's? How do these results help us identify the focus for their learning?



**LOOKING FOR KNOWN KNOWNS
AND UNKNOWN KNOWNS**

Long-term and Just In Time Learning Objectives

- Overall learning objectives
 - Those long-term outcomes that an assessment can help inform
- Meeting-specific learning objectives
 - Those immediate objectives that you identify”what do they need to understand by the time they leave today?”

Examples of Long-Term Learning Objectives

- Collaboration
 - Understand what an ‘intelligent’ network is and how to build and sustain it
 - Understand how to encourage quality conversation that deepens impact or moves work forward
- Change
 - Understand levels of change (systems, incremental, progressive)

Examples of Long-Term Learning Objectives

- Content
 - How to procure food from farmers
 - How to obtain affordable options at cornerstores
 - How to add an EBT machine to a farmers market

Keep People Participating

THE IMPORTANCE OF GOOD QUESTIONS

Quality Questions that Produce Quality Interaction

- What works well?
- What questions do you have?
- What's important to consider?
- What do we need to know to move forward?
- “Based on your experience and what you’ve heard today.....”

HOW DOES THIS WORK?

Not so good questions

- What do you think?
- What do you like?
- What don't you like?/What doesn't work?
- What are opportunities and challenges?
- What are issues? What is the problem?
- What do we do?

Not So Good Group Strategies

- Small group reporting
- All large group. All. The. Time.
- Letting quiet people sit.
- Letting talkative people talk. And talk. And talk.
- Lots of updates and then “Questions?”

A Review!

- The 3 C's of Learning
- Every meeting has a learning component
- Establish short and long-term learning objectives for the group
- Use rules of adult learning
- Design good questions

Small Group Assignment

- Identify collaboration, content and change learning objectives for your intervention
- Develop agenda for upcoming meeting
 - Identify just in time learning objectives
 - Choose one of 3 C's for learning and select way to include this in agenda
 - Design meeting to comply with adult learning principles
 - Use good questions

Questions to consider:

- What did you learn in your conversation with your colleagues?
- What's coming clear about this approach?
- What questions do you still have about how this works?

Other Factors that Matter

- Venue/room
- Time of day
- Have people been fed?
- Have learning objectives been established for the meeting? Do they fit the broader outcomes? Is there a learning component to the agenda?
- Have meeting outcomes been identified?
- Is there a 50/50 balance between dialogue and presentation/update time?

Learning Community Checklist

- ✓ What is the venue like?
- ✓ What time of day is it?
- ✓ Do we have long-term learning objectives?
- ✓ Do we have learning outcomes identified for the specific meeting?
- ✓ Do we have outcomes identified for the meeting?
- ✓ What “C” will meet the learning outcome?

Learning Community Checklist

- ✓ Have we determined what decisions need to get made?
- ✓ Have we designed conversation and used good questions that can lead us to that decision?
- ✓ Have we blended participation and presentation?

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