Workbook for Session 1

Global Learning Partners

Presents:

The Power of Dialogue in Teaching and Learning:

Session 1: An Introduction to the Principles and Practices of Dialogue Education™
Session 2: Applying Dialogue Education in SART Team Development and Sustainability

October 29-30, 2012

National Institute for SART Team Leaders
St. Paul, MN
Sexual Violence Justice Institute @ MNCASA

with

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About Global Learning Partners, Inc.

Global Learning Partners, Inc. provides learning solutions for organizations and individuals who need to make learning events and meetings exceptionally engaging and effective.

Global Learning Partners was founded by Dr. Jane Vella, noted academic and adult education practitioner, who synthesized the work of theorists such as Paulo Freire, Malcolm Knowles, and Kurt Lewin into a series of proven principles and practices for curriculum design and facilitation. Dialogue Education™, Dr. Vella’s innovative synthesis of key adult education theories, provides a structured and accountable framework for participatory learning. Learning-centered and change-focused, Dialogue Education™ is a powerful framework for transformative adult learning -- learning that has an immediate impact on the job and across organizations.

Global Learning Partners offers both public and customized courses on Dialogue Education™ as well as consulting services to clients around the world. Over 4,000 graduates in 60 countries have used Dialogue Education™ to transform their teaching, training, and public education work in the voluntary, government, private, and academic sectors.

What We Do

Global Learning Partners offers public and in-house courses on Dialogue Education™:

• Learning to Listen-Learning to Teach: An Introduction to Dialogue Education™, our foundation course;
• Advanced Learning Design, which explores learning theory and curriculum design more deeply;
• Learning Evaluation by Design, a course that looks at learning impact assessment;
• Dialogue Education Online Course, which incorporates Dialogue Education™ into online courses,
• SURE-Fire Meetings, a course that applies Dialogue Education™ principles to business meetings; and,
• Teacher Certification for those who would like to become certified practitioners of this approach.

Global Learning Partners provides a wide range of customized consultancy services:

• assessment of training needs and resources;
• design review and curriculum development;
• evaluation of learning, transfer and impact of your current programs; and,
• designing and facilitating engaging and effective learning events of all kinds.

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Eight Steps of This Design

**WHO:**
Participants and course leaders
The 100 participants in these two Dialogue Education sessions are team coordinators (leaders) and those in state and territorial level positions who coordinate or support local teams responding to sexual violence. Some are new to and some are very experienced in their positions. They represent varied demographics: urban, rural and tribal communities throughout the United States.

Karen Ridout and Marian Darlington-Hope, Global Learning Partners Senior Partners and Certified Dialogue Education Teachers (CDETs), will teach these workshops. Their professional biographies can be found in the appendix.

**WHY:**
The situation that calls for these sessions
These team leaders want to build their capacity to design and facilitate effective team processes. The team leader plays a key role in a team’s overall development. It is complex, challenging and rewarding work. The social and system improvement teams work towards requires the ability to influence multiple systems and agencies in order to apply knowledge.

Dialogue Education™ uses principles of adult learning theory to transform education with practices that balance delivery of new information with interactive, hands-on involvement with the content to be learned. This approach is *learning* centered as opposed to teacher or even learner centered. Participants will discover how to create training designs and facilitate sessions that are both meaningful and relevant to their participants while making the training or meeting engaging, immediately applicable, and sustainable.

**SO THAT:**
The change the learners will make as a result of this event?
By using the principles and practices of Dialogue Education these participants will enhance their capacity to facilitate group sessions, effectively design trainings and team meetings, address difficult team issues with safety, and develop and sustain collaborative team partnerships.

**WHEN:**
Time frame

| Session 1: An Introduction to the Principles and Practices of Dialogue Education™ |
| Monday, October 29, 9:00—12:30 (3 hr. 15 min. learning time) |
| Session 2: Applying DE in SART Team Development and Sustainability |
| Tuesday, October 30, 1:15—5:00 (3 hr. 30 min. learning time) |

**WHERE:**
Site details
Crown Plaza St Paul-Riverfront Hotel, St. Paul, MN
Room furnished with tables seating 8 each, LCD projector, 2 microphones
Session 1: An Introduction to the Principles and Practices of Dialogue Education

<table>
<thead>
<tr>
<th>WHAT: Content</th>
<th>WHAT FOR: Achievement-Based Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>The knowledge, skills &amp; attitudes</td>
<td>By the end of this workshop, participants will have...</td>
</tr>
</tbody>
</table>

The Basic Elements of Dialogue Education™

Preparation:
- The 8 Steps of Design
- Learning Needs and Resources Assessment (LNRA)

Principle-driven decision making:
- 12 Principles & Practices of Adult Learning

Process:
- Learning Tasks
- 4-A Model

Proof in Practice: Learning Evaluation:
- Learning, Transfer, Impact

HOW: the Learning Tasks (as represented by the topical program)

Task #1: Warm-Up ~ Introductions
Task #3: Learning Needs and Resources Assessment (LNRA): Ask, Study, Observe
Task #4: 12 Principles and Practices of Adult Learning: Respect, Engagement, Relevance/Immediacy, Safety, Affirmation, Sequence/Reinforcement, Role Clarity, Ideas/Feelings/Actions, Accountability
Task #5: Learning Tasks
Task #6: 4-A Model: Anchor, Add, Apply, Away
Task #7: Learning Evaluation: Learning, Transfer, Impact
Task #8: Dialogue Education Learning vs Traditional Teaching
Session 2: Applying DE to SART Team Development and Sustainability

**WHAT: Content**  
The knowledge, skills & attitudes

**WHAT FOR: Achievement-Based Objectives**  
*By the end of this workshop, participants will have...*

### SART and Dialogue Education

<table>
<thead>
<tr>
<th>Meetings:</th>
<th>Incorporated Dialogue Education (DE) approach in SART trainings, meetings and team development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>Process (Facilitation): Conducting, Responsibility, Dialogue, Time, Conflict</td>
<td>Identified and planned ways to incorporate DE best practices of meeting dynamics into your SART meetings.</td>
</tr>
<tr>
<td>Conclusion and Follow-up</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team Development &amp; Sustainability</th>
<th>Analyzed and assessed the foundational dynamics of SART team development and sustainability.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages</td>
<td>Created a customized plan for transferring your learning to their own context</td>
</tr>
<tr>
<td>Roles</td>
<td></td>
</tr>
<tr>
<td>Accountability</td>
<td></td>
</tr>
</tbody>
</table>

| Synthesis: Putting it All Together | | |

**HOW: Learning Tasks (as represented by this topical program)**

- **Task #1:** Warm-Up ~ Effective Teams
- **Task #2:** Meetings That Matter
- **Task #3:** It’s All in the Preparation
- **Task #4:** Process (Facilitation) by Design: Conducting, Responsibility, Dialogue, Time, Conflict
- **Task #5:** Conclusion and Follow-up
- **Task #6:** Team Development and Sustainability
- **Task #7:** Taking It Home--Your Action Plan
- **Task #8:** Continue Your Learning

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Session 1:

An Introduction to the Principles and Practices of Dialogue Education

WHAT FOR: Achievement-Based Objectives

*By the end of this workshop, participants will have...*

- **Read over** the four basic elements of Dialogue Education: preparation, principle-driven decision making, process and proof in practice.
- **Examined** the 8 Steps of Design structure
- **Analyzed** the Learning Needs & Resources Assessment model
- **Explored** 12 principles and practices of current adult learning theory and practice for useful application to your designing and training
- **Considered** the definition of Learning Task
- **Written** a learning task from your context, using the 4-A Model
- **Projected** learning evaluation for your learning event
- **Contrasted** Dialogue Education Learning and Traditional Teaching approaches
Session 1: An Introduction to the Principles and Practices of Dialogue Education

Welcome!

Introduction to Dialogue Education

DIALOGUE EDUCATION™
Dialogue Education is a system for the design, leading and evaluation of effective learning.

Learning Task #1: Warm-Up ~ Introductions

1A. In order to get to know one another and to share with your table group, please choose an object on your person that symbolizes to you the work you do through SART.
In pairs, share your object and something about yourself.

Then, at your table, introduce yourself and share your picture.

1B. Follow along as we explain the objectives of the two Dialogue Education sessions noted on pages 4 and 5.
Circle one from each session that particularly interested you.
Share with your partner.
ELEMENT 1: PREPARATION

Learning Task #2: The Eight Steps of Design

2A. Read over the Eight Steps of Design for this two-session workshop (pgs. 3-5). Circle what strikes you. We’ll hear a sample.

2B. Listen to this explanation of the Eight Steps of Design.

### The Eight Steps of Design

<table>
<thead>
<tr>
<th>WHO:</th>
<th>Who is coming to this program? What do they do? What experiences have they had related to this topic? Ages? Position? Language? Anything that could have a bearing on the design decisions you make. Who are the teachers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHY:</td>
<td>Name the situation that calls for this training. Think of it in terms of the learners’ needs and other stakeholders’ needs, not only what you need to do.</td>
</tr>
<tr>
<td>SO THAT:</td>
<td>Name the change anticipated as a result of the learning.</td>
</tr>
<tr>
<td>WHEN:</td>
<td>Time frame (such as 30 minutes or 3 days), time of day, what part of the day. Number of learning hours.</td>
</tr>
<tr>
<td>WHERE:</td>
<td>Location and characteristics of the space that might make a difference to your design.</td>
</tr>
<tr>
<td>WHAT:</td>
<td>The content of the program: the skills, knowledge and attitudes (SKAs). What they need to learn regarding why they came.</td>
</tr>
<tr>
<td>WHAT FOR:</td>
<td>Achievement-Based Objectives—ABOs What the learners will DO with the content (WHAT) during the course.</td>
</tr>
<tr>
<td>HOW:</td>
<td>The learning tasks. How the learners will accomplish the objectives during the course.</td>
</tr>
</tbody>
</table>

2C. Choose a class or workshop that you teach. Complete the first two steps (Who, Why) for that class. Use the form on the next page if it is helpful. Share your Steps with your neighbor.
Eight Steps of Design Worksheet©

<table>
<thead>
<tr>
<th>Who: Participants and Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why: The Situation</td>
</tr>
<tr>
<td>So That: The Desired Change</td>
</tr>
<tr>
<td>When: Dates and Timing</td>
</tr>
<tr>
<td>Where: Location and Space</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What: Content – SKAs Skills, Knowledge and Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What For: What participants will DO with the content – Achievement-Based Objectives (ABOs) By the end of this session, participants will have...</td>
</tr>
<tr>
<td>How: Program Learning Tasks And Materials 4-As</td>
</tr>
</tbody>
</table>

2D. Watch this demonstration of determining the WHAT and constructing the WHAT FOR (achievement-based objective).
Learning Task #3: Learning Needs and Resources Assessment (LNRA)

3A. Recall the questionnaire (next page) we sent you prior to this conference. In your table group, consider this model of the Learning Needs and Resources Assessment process.

![Diagram of LNRA model]

What could you ask and of whom?
What could you study: web site, reports, research, etc.?
What and/or whom could you observe?

3B. In your table group, identify 3 actions for each segment that you could do to learn more about your participants. We’ll hear a sample.

<table>
<thead>
<tr>
<th>Ask:</th>
<th>Study:</th>
<th>Observe:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
National Institute for SART Team Leaders

Learning Needs and Resources Assessment (LNRA)
(via SurveyMonkey)

1. Name, Position, Location

2. What trainings and/or meetings do YOU lead and who are your participants?

3. Name 2 strengths of the team you lead.

4. Name 3 challenges of working with your team to achieve your desired outcomes.

For your information and reflection, the workshop objectives are:

**Session 1: An Introduction to the Principles and Practices of Dialogue Education**

*By the end of this workshop, you will have:*

1. Considered the four basic elements of Dialogue Education: preparation, principle-drive decision making, process and proof in practice,
2. Analyzed the Learning Needs & Resources Assessment model,
3. Examined the Eight Steps of Design structure,
4. Explored twelve principles and practices of current adult learning theory,

**Session 2: Applying Dialogue Education in SART Team Development and Sustainability**

*By the end of this workshop, you will have:*

1. Incorporated Dialogue Education approach in SART trainings, meetings and team development,
2. Planned ways to incorporate DE best practices of meeting dynamics into your SART meetings,
3. Analyzed the foundational dynamics of SART team development and sustainability.
ELEMENT 2: PRINCIPLE-DRIVEN DECISION MAKING

Learning Task #4: 12 Principles and Practices of Adult Learning

4A. **Read** the explanations of 12 selected principles of Dialogue Education. **Identify** which you have found most useful in your teaching and learning. and **tell** your partner why. **Share** and **tell** why to your table group. We’ll **hear** a sample.

### PRINCIPLES and PRACTICES OF ADULT LEARNING

<table>
<thead>
<tr>
<th>Respect...</th>
<th>Safety...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attention must be paid to each: affirmation, acknowledgement, names, their experience</td>
<td></td>
</tr>
<tr>
<td>• Learners feel their power when they hear themselves being heard.</td>
<td></td>
</tr>
<tr>
<td>Safety...</td>
<td>• The learning environment and the process feels safe to the leaner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Engagement...</th>
<th>Accountability...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning Tasks engage learners on every level.</td>
<td></td>
</tr>
<tr>
<td>• Don’t steal the learning opportunity from the learner.</td>
<td></td>
</tr>
<tr>
<td>Accountability...</td>
<td>• What we teach is learned.</td>
</tr>
<tr>
<td>• Learning indicators: behaviors.</td>
<td></td>
</tr>
<tr>
<td>• Learners can say “We know we know; we did it!”</td>
<td></td>
</tr>
<tr>
<td>• Avoid having too much WHAT for the WHEN.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relevance...</th>
<th>Immediacy...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning relates to learners’ context.</td>
<td></td>
</tr>
<tr>
<td>• Language is chosen that relates to the learners’ culture (stories, anecdotes, examples...)</td>
<td></td>
</tr>
<tr>
<td>Immediacy...</td>
<td>• What is learned is done, here and now.</td>
</tr>
<tr>
<td>• What is learned is immediately useful to the learners.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence...</th>
<th>Open Questions...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning is enhanced when sequence is honored.</td>
<td></td>
</tr>
<tr>
<td>• Small to large, easy to difficult, simple to complex, etc.</td>
<td></td>
</tr>
<tr>
<td>Open Questions...</td>
<td>• An open question invites dialogue.</td>
</tr>
<tr>
<td>• A learning task is an open question put to a small group with all the resources they need to respond.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small Group Work...</th>
<th>Relationships...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Small groups (3-6) engage everyone.</td>
<td></td>
</tr>
<tr>
<td>• Learners are the best resources to one another; every voice is heard.</td>
<td></td>
</tr>
<tr>
<td>Relationships...</td>
<td>• Learners work together to learn.</td>
</tr>
<tr>
<td>• In Dialogue Education, small groups work together to produce a product indicative of learning for all.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive/Affective/Psychomotor...</th>
<th>Clear Roles and Responsibilities...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning is cognitive (ideas), affective (feelings) AND psychomotor (actions).</td>
<td></td>
</tr>
<tr>
<td>• All 3—in every task.</td>
<td></td>
</tr>
<tr>
<td>Clear Roles and Responsibilities...</td>
<td>• Who does what? And Why?</td>
</tr>
<tr>
<td>• Roles and responsibilities are explicitly named</td>
<td></td>
</tr>
</tbody>
</table>

What are your questions for clarity about the principles?
ELEMENT 3: PROCESS

Learning Task #5: Learning Tasks

5A. Consider this definition of a Learning Task

<table>
<thead>
<tr>
<th>Learning Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>A learning task is an open question put to a small group with all the resources they need to respond.</td>
</tr>
</tbody>
</table>

5B. Read over the 4 learning tasks you have completed this morning (pgs. 8-13). What strikes you?

Learning Task #6: The 4-A Model

6A. Study this 4-A Model which structures the four parts of a learning task.

<table>
<thead>
<tr>
<th>Learning Tasks and the 4-A Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>An effective sequence of learning tasks is to use this four-step model.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANCHOR</strong> (inductive) – a task that has the learner access their own prior knowledge or experience with the topic/content/or similar experience (i.e. “Describe your best learning experience”)</td>
<td></td>
</tr>
<tr>
<td><strong>ADD</strong> (information) – a task that has the learner hear/see/experience a substantive new piece of content (information, research, theory, skill)</td>
<td></td>
</tr>
<tr>
<td><strong>APPLY</strong> (implementation) – a task that has the learner do something (there and then) with the new content (practice questions, application, case studies)</td>
<td></td>
</tr>
<tr>
<td><strong>AWAY</strong> (integration) – a task that connects the new learning back to the life of the learner and its future use (action plans, commitments, project into future)</td>
<td></td>
</tr>
</tbody>
</table>

6B. In consultation with a new partner, each of you write an anchor or apply learning task based on a sample of content (WHAT) that you teach. We’ll share a sample.
ELEMENT 4: PROOF IN PRACTICE

Learning Task #7: Levels of Learning Evaluation:
Learning, Transfer, Impact

7A. Listen to this explanation of the levels of Learning Evaluation.

Three Levels of Evaluation

Central to the process of accountability in this learning-centered system of Dialogue Education™ is a framework of evaluation that consists of three objective-based levels of evaluation: Learning, Transfer and Impact. An accountable designer will design for learning during the event and design in such a way that the learning can be transferred into participant’s real life situation. It also considers the impact of that transfer of learning in the larger context—on the organization, peer group or family they return to.

1. Learning evaluation involves informally or formally testing, surveying, or observing participants to determine the degree to which they acquired new skills, knowledge or attitudes (SKAs) during the course.

2. Transfer evaluation identifies how participants apply their learning beyond the course. However, it also observes participants’ actions during the class that suggest they are likely to transfer the key elements of the course.

3. Impact evaluation focuses on what happens in an organization or to a person over time as a result of a particular learning event. This is ultimately the benefit that sponsoring organizations could look toward when they encourage particular learning. (Unfortunately, this section of accountability and evaluation often goes unevaluated as it requires careful design and implementation strategies.)

Each Level Of Evaluation is independent and reveals distinctly different information. While separate, these levels of evaluation are also congruent and even sequential; that is, without learning there will be no transfer, and without transfer there will be no impact.


7B. Consider a design and teaching you have done. Name the learning, transfer and impact you have seen or hoped for. Share at your table. We will hear a sample.
Learning Task #8: Dialogue Education vs. Traditional Teaching

8A. Reflect on the comparison between Dialogue Education approach and Traditional teaching portrayed in the chart on the next page. Circle what resonates with you and underline what still gives you pause. Talk over your responses with your table group. We’ll hear a sample of that dialogue.

8B. In the space below, identify what you will commit to undertake in the next month based on what we have engaged in today. Name the indicators of accomplishment.

<table>
<thead>
<tr>
<th>I commit to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of this accomplishment will be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>By this date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
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</tbody>
</table>

Celebrate all commitments with your table group!

To be continued Tuesday afternoon...

Applying DE to SART Team Development and Sustainability

PLEASE BRING THIS WORKBOOK to Tuesday’s session.
<table>
<thead>
<tr>
<th><strong>Traditional Training</strong></th>
<th><strong>Dialogue Education™</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Typical Methods Used</strong></td>
<td><strong>Learning tasks</strong> where participants draw from their own experience, engage with new content, apply it and consider its application to their context.</td>
</tr>
<tr>
<td>Lectures, PowerPoint presentations, sometimes questions and answers afterwards</td>
<td><strong>Dialogue amongst participants and with teacher throughout workshop</strong></td>
</tr>
<tr>
<td><strong>Monologue vs. Dialogue</strong></td>
<td><strong>Accountability</strong> between teacher and participants and among participants</td>
</tr>
<tr>
<td>Monologue (uni-directional sharing of information via lecture), sometimes Q&amp;A afterwards</td>
<td><strong>Accountability to teacher</strong></td>
</tr>
<tr>
<td><strong>Whose Knowledge Counts</strong></td>
<td><strong>Teacher's knowledge</strong></td>
</tr>
<tr>
<td><strong>Monologue</strong> (uni-directional sharing of information via lecture), sometimes Q&amp;A afterwards</td>
<td><strong>Everyone's knowledge</strong></td>
</tr>
<tr>
<td><strong>Deductive vs. Inductive Knowledge</strong></td>
<td><strong>Supports both deductive and inductive knowledge</strong></td>
</tr>
<tr>
<td>Favors deductive knowledge</td>
<td><strong>Content through process</strong></td>
</tr>
<tr>
<td><strong>Content vs. Process</strong></td>
<td><strong>Focus on delivering content</strong></td>
</tr>
<tr>
<td>Focus on delivering content</td>
<td><strong>Content through process</strong></td>
</tr>
<tr>
<td><strong>Learning Styles</strong></td>
<td><strong>Primarily auditory; some visual (PowerPoint)</strong></td>
</tr>
<tr>
<td>Primarily auditory; some visual (PowerPoint)</td>
<td><strong>Visual, auditory, and kinesthetic</strong></td>
</tr>
<tr>
<td><strong>Learning Domains</strong></td>
<td><strong>Strong for teaching in cognitive learning domain</strong></td>
</tr>
<tr>
<td>Strong for teaching in cognitive learning domain</td>
<td><strong>Strong for cognitive, affective, and psychomotor learning domains</strong></td>
</tr>
<tr>
<td><strong>Types of Objectives</strong></td>
<td><strong>Clear achievement-based objectives (ABOs)</strong></td>
</tr>
<tr>
<td>Clear teaching objectives</td>
<td><strong>Clear achievement-based objectives (ABOs)</strong></td>
</tr>
<tr>
<td><strong>Learner’s Experience</strong></td>
<td><strong>Engaging AND rigorous; often high retention of new content</strong></td>
</tr>
<tr>
<td>Unless dynamic speaker, it can be experienced as boring but rigorous; often little retention of new content</td>
<td><strong>Evaluation is embedded in achievement of ABOs observed during workshops. Quality of participation as judged by participants and teacher. Tracking of transfer and impact.</strong></td>
</tr>
<tr>
<td><strong>Evaluation Methods</strong></td>
<td><strong>Content rich. Considered “more academic”, rigorous, and professional. Requires little preparation but privileges auditory learners and leads to low sense of ownership and learning.</strong></td>
</tr>
<tr>
<td>Evaluation in academic settings is done through testing (but often not possible in many adult learning settings). There may be feedback on presentations.</td>
<td><strong>Can cover a lot of content in a short time and at a deeper level through praxis. High ownership of learning process by participants. Takes time to prepare well.</strong></td>
</tr>
<tr>
<td><strong>Strengths / Weaknesses</strong></td>
<td><strong>“Process expert” and “content expert”; facilitates the learning process, offer new information or skills, and ensure all learners are given time to engage with the new content and have the resources to be successful.</strong></td>
</tr>
<tr>
<td>“Content expert” only; seen as being the only one having the knowledge and skills, and is therefore always the one to answer questions; all the attention and respect is directed to the front (to the presenter).</td>
<td></td>
</tr>
<tr>
<td><strong>Role of the facilitator / trainer</strong></td>
<td></td>
</tr>
</tbody>
</table>
National Institute for SART Team Leaders

The Power of *Dialogue* in Teaching and Learning

Karen G. Ridout and Marian Darlington-Hope

[www.globallearningpartners.com](http://www.globallearningpartners.com)
is a system for the
*design* and *leading* and *evaluation*
of effective learning
Two Sessions

Session 1:
An Introduction to the Principles and Practices of Dialogue Education

Session 2:
Applying Dialogue Education in SART Team Development and Sustainability
Introductions
An Introduction to the Principles and Practices of Dialogue Education

Objectives: By the end of this session, you will have…

- **Read** over the four basic elements of Dialogue Education
- **Examined** the 8 Steps of Design structure
- **Analyzed** the Learning Needs and Resources Assessment model
- **Explored** 12 principles and practices of adult learning theory
- **Written** a learning task using the 4-A model
- **Projected** learning evaluation for your learning event
- **Contrasted** Dialogue Education vs. Traditional Teaching approaches
Applying DE to SART Team Development and Sustainability

Objectives: By the end of this session, you will have…

- Incorporated Dialogue Education (DE) approach in SART trainings, meetings and team development
- Identified and planned ways to incorporate DE best practices of meeting dynamics into your SART meetings
- Analyzed and assessed the foundational dynamics of SART team development and sustainability
- Created a customized plan for transferring your learning to your own context
Session 1
An Introduction to the Principles and Practices of Dialogue Education
The Essentials

1. Preparation: 8 Steps of Design; LNRA

2. Principle-driven decision-making

3. Process: learning tasks and materials

4. Proof in Practice: indicators of learning, transfer and impact
Essential 1

Preparation

Eight Steps of Design

- **WHO** – participants
- **WHY** – the situation
- **SO THAT** – the change
- **WHEN** – time frame
- **WHERE** - location
- **WHAT** - content
- **WHAT FOR** – achievement-based objectives
- **HOW** – learning tasks and materials
Essential 1
Preparation
Learning Needs and Resources Assessment (LNRA)
Essential 2
Principle-Driven Decision Making

Principles and Practices of Adult Learning

- Respect
- Engagement
- Relevance
- Sequence
- Small Group Work
- Cognitive/Affective/
  Psychomotor
- Safety
- Accountability
- Immediacy
- Open Questions
- Relationships
- Clear Roles & Responsibilities
A learning task is an open question put to a small group with all the resources they need to respond.
Learning Tasks and the 4-A Model

An effective sequence of learning tasks is the 4-A Model:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| ANCHOR (inductive) | ![Image of a person looking at a mirror](image)
| ADD (information) | ![Image of a person with a green board](image)
| APPLY (implementation) | ![Image of a person holding a hammer](image)
| AWAY (integration) | ![Image of a person running with a golden apple](image) |
Essential 4
Proof in Practice

Three Levels of Learning Evaluation

• Indicators of learning
  • (behaviors, products)

• Indicators of transfer
  • (behaviors, products)

• Indicators of impact
  • (behaviors - consciousness: creating new systems)
Dialogue Education Learning
vs.
Traditional Teaching

Active Learning Focused

Passive Teacher Focused
Tomorrow

Session 2
Applying Dialogue Education in SART Team Development and Sustainability

Please **bring** this workbook to the session.

*Karen and Marian are available throughout the conference.*
Workbook for Session 2

Presents:

The Power of Dialogue in Teaching and Learning:

Session 1: An Introduction to the Principles and Practices of Dialogue Education™

Session 2: Applying Dialogue Education in SART Team Development and Sustainability

October 29-30, 2012

National Institute for SART Team Leaders

St. Paul, MN

Sexual Violence Justice Institute @ MNCASA

with

Karen G. Ridout
karen@globalearning.com
919-210-6740
Marian Darlington-Hope
marian@globalearning.com
617-447-7974
Senior Partners and Certified Dialogue Education™ Teachers
Global Learning Partners, Inc.
www.globalearningpartners.com
About Global Learning Partners, Inc.

Global Learning Partners, Inc. provides learning solutions for organizations and individuals who need to make learning events and meetings exceptionally engaging and effective.

Global Learning Partners was founded by Dr. Jane Vella, noted academic and adult education practitioner, who synthesized the work of theorists such as Paulo Freire, Malcolm Knowles, and Kurt Lewin into a series of proven principles and practices for curriculum design and facilitation. Dialogue Education™, Dr. Vella’s innovative synthesis of key adult education theories, provides a structured and accountable framework for participatory learning. Learning-centered and change-focused, Dialogue Education™ is a powerful framework for transformative adult learning -- learning that has an immediate impact on the job and across organizations.

Global Learning Partners offers both public and customized courses on Dialogue Education™ as well as consulting services to clients around the world. Over 4,000 graduates in 60 countries have used Dialogue Education™ to transform their teaching, training, and public education work in the voluntary, government, private, and academic sectors.

What We Do

Global Learning Partners offers public and in-house courses on Dialogue Education™:

- Learning to Listen-Learning to Teach: An Introduction to Dialogue Education™, our foundation course;
- Advanced Learning Design, which explores learning theory and curriculum design more deeply;
- Learning Evaluation by Design, a course that looks at learning impact assessment;
- Dialogue Education Online Course, which incorporates Dialogue Education™ into online courses,
- SURE-Fire Meetings, a course that applies Dialogue Education™ principles to business meetings; and,
- Teacher Certification for those who would like to become certified practitioners of this approach.

Global Learning Partners provides a wide range of customized consultancy services:

- assessment of training needs and resources;
- design review and curriculum development;
- evaluation of learning, transfer and impact of your current programs; and,
- designing and facilitating engaging and effective learning events of all kinds.

Regarding Copyright

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Contact Us

www.globallearningpartners.com welcome@globallearning.com toll-free: 888.432.2763
### Eight Steps of This Design

| **WHO:** | The 100 participants in these two Dialogue Education sessions are team coordinators (leaders) and those in state and territorial level positions who coordinate or support local teams responding to sexual violence. Some are new to and some are very experienced in their positions. They represent varied demographics: urban, rural and tribal communities throughout the United States.  
Karen Ridout and Marian Darlington-Hope, Global Learning Partners Senior Partners and Certified Dialogue Education Teachers (CDETs), will teach these workshops. Their professional biographies can be found in the appendix. |
| **WHY:** | These team leaders want to build their capacity to design and facilitate effective team processes. The team leader plays a key role in a team’s overall development. It is complex, challenging and rewarding work. The social and system improvement teams work towards requires the ability to influence multiple systems and agencies in order to apply knowledge.  
Dialogue Education™ uses principles of adult learning theory to transform education with practices that balance delivery of new information with interactive, hands-on involvement with the content to be learned. This approach is learning centered as opposed to teacher or even learner centered. Participants will discover how to create training designs and facilitate sessions that are both meaningful and relevant to their participants while making the training or meeting engaging, immediately applicable, and sustainable. |
| **SO THAT:** | By using the principles and practices of Dialogue Education these participants will enhance their capacity to facilitate group sessions, effectively design trainings and team meetings, address difficult team issues with safety, and develop and sustain collaborative team partnerships. |

| **WHEN:** | **Session 1:** An Introduction to the Principles and Practices of Dialogue Education™  
**Monday, October 29, 9:00—12:30** (3 hr. 15 min. learning time)  
**Session 2:** Applying DE in SART Team Development and Sustainability  
**Tuesday, October 30, 1:15—5:00** (3 hr. 30 min. learning time) |
| **WHERE:** | **Crown Plaza St Paul-Riverfront Hotel,** St. Paul, MN  
Room furnished with tables seating 8 each, LCD projector, 2 microphones |
### Session 1: An Introduction to the Principles and Practices of Dialogue Education

#### WHAT: Content
The knowledge, skills & attitudes

#### WHAT FOR: Achievement-Based Objectives
*By the end of this workshop, participants will have...

---

#### The Basic Elements of Dialogue Education™

**Preparation:**
- The 8 Steps of Design
- Learning Needs & Resources Assessment

**Principle-driven decision making:**
- 12 Principles & Practices of Adult Learning

**Process:**
- Learning Tasks
- 4-A Model

**Proof in Practice: Learning Evaluation**
- Learning
- Transfer
- Impact

---

#### WHAT: Content
The knowledge, skills & attitudes

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#### The Basic Elements of Dialogue Education™

**Preparation:**
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- 12 Principles & Practices of Adult Learning

**Process:**
- Learning Tasks
- 4-A Model

**Proof in Practice: Learning Evaluation**
- Learning
- Transfer
- Impact

---

#### Dialogue Education Learning vs Traditional Teaching approaches

**Contrasted** Dialogue Education Learning and Traditional Teaching approaches

<table>
<thead>
<tr>
<th>Task #1:</th>
<th>Warm-Up ~ Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task #3:</td>
<td>Learning Needs and Resources Assessment (LNRA): Ask, Study, Observe</td>
</tr>
<tr>
<td>Task #4:</td>
<td>12 Principles and Practices: Respect, Relevance/Immediacy, Engagement, Safety, Affirmation, Sequence/Reinforcement, Role Clarity, Ideas/Feelings/Actions, Accountability</td>
</tr>
<tr>
<td>Task #5:</td>
<td>Learning Tasks</td>
</tr>
<tr>
<td>Task #6:</td>
<td>4-A Model: Anchor, Add, Apply, Away</td>
</tr>
<tr>
<td>Task #7:</td>
<td>Levels of Evaluation: Learning, Transfer, Impact</td>
</tr>
<tr>
<td>Task #8:</td>
<td>Dialogue Education Learning vs Traditional Teaching</td>
</tr>
</tbody>
</table>

---

**HOW:** the Learning Tasks (as represented by the topical program)
Session 2: Applying DE to SART Team Development and Sustainability

**WHAT: Content**
The knowledge, skills & attitudes

**WHAT FOR: Achievement-Based Objectives**
*By the end of this workshop, participants will have...*

---

**SART and Dialogue Education**

**Meetings**
- Preparation
- Process (Facilitation): Conducting, Responsibility, Dialogue, Time, Conflict
- Conclusion and Follow-up

**Incorporated** Dialogue Education approach in SART trainings, meetings and team development

**Team Development & Sustainability**
- Stages
- Roles
- Accountability

**Identified and planned** ways to incorporate DE best practices of meeting dynamics into your SART meetings.

**Analyzed and assessed** the foundational dynamics of SART team development and sustainability.

**• Synthesis: Taking It Home**

**Created** a customized plan for transferring your learning to their own context

---

**HOW: the Learning Tasks (as represented by this topical program)**

| Task #1 | Warm-Up ~ Effective Teams |
| Task #2 | Meetings That Matter |
| Task #3 | It’s All In the Preparation |
| Task #4 | Process (Facilitation) by Design: Conducting, Responsibility, Dialogue, Time, Conflict |
| Task #5 | Conclusion and Follow-up |
| Task #6 | Team Development and Sustainability |
| Task #7 | Taking it Home ~ Your Action Plan |
| Task #8 | Continue Your Learning |
Session 2:

Applying DE to SART Team
Development and Sustainability

WHAT FOR: Achievement-Based Objectives

By the end of this workshop, participants will have...

- Incorporated Dialogue Education approach in SART trainings, meetings and team development
- Identified and planned ways to incorporate DE best practices of meeting dynamics into your SART meetings
- Analyzed and assessed the foundational dynamics of SART team development and sustainability
- Created a customized plan for transferring your learning to your own context
Learning Task #1: Warm-up—Effective Teams

1A. Think about a time when you felt your SART team was working well? In pairs, briefly describe the situation. Name 3 factors that were working for the team?

1. __________________________ 2. __________________________ 3. __________________________

1B. Share your factors. Name 3 - 5 factors in common to everyone seated at the table.

1. __________________________ 2. __________________________ 3. __________________________ 4. __________________________ 5. __________________________

SART TEAM
A Sexual Assault Response Team (SART) is a multidisciplinary interagency team of individuals working collaboratively to provide services for the community by offering specialized sexual assault intervention services.

Website: National Sexual Violence Resource

1C. Listen to this brief overview about effective teams research highlighted in 6 Habits of Highly Effective Teams (2007).

1. Higher customer satisfaction (met or exceeded client expectations).
2. Better communication (interactions and information-sharing were beneficial)
3. More creativity and innovation (new valuable ideas were generated)
4. Better attendance/participation (members were fully involved)
5. Sense of cohesiveness (felt togetherness)
6. Sense of involvement (felt part of the team’s work and contributed to its outcomes)
7. Sense of pride (felt team was effective)
8. Sense of shared identity (related well to the team)

What are your questions? We will hear a sample.

1D. Write the factors named at your table in the chart below. Review the Principles and Practices on page 13 from yesterday. List the Effective Team factors that best match the Dialogue Education (DE) Principles.

<table>
<thead>
<tr>
<th>Table Factors</th>
<th>DE Principles and Practices</th>
<th>Effective Team Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
1E. **Name** and **share** one DE Principle and Practice with the corresponding Effective Team Factor that is most important to you and that you can incorporate into your team meetings.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Factor</th>
</tr>
</thead>
</table>

**Dialogue Education Principles and Practices**
Dialogue Education Principles and Practices can form the basis of all your interactions.

This afternoon we apply these principles to understanding effective teams, meeting planning and design, process (facilitation), team development and sustainability.

**Learning Task #2: Meetings That Matter**

**Listen** to this brief description of three parts of a meeting.

**The Power of 3—Preparation, Process (Facilitation) and Follow-up**

**Preparation.** The effectiveness of a meeting is pre-determined by advance planning and preparation which includes more than writing the agenda and distributing it. With comprehensive planning you can clarify the work to be done and communicate to team members so they are prepared.

**Process.** As you conduct the meeting, having a real dialogue on some task or decision can improve the value of the group’s work. Sharing the responsibility for the team’s work invites engagement. Conflicts frequently happen, and learning to embrace and work with conflict empowers teams.

**Follow-up.** Bringing a meeting to closure is the first part of follow-up. Meeting outcomes can be implemented when people have an opportunity to plan their actions and reflect on subsequent results in appropriately planned follow-up conversations and/or action steps.

How many of you focus on all 3 aspects of meetings in your work?

**Learning Task #3: It’s all in the Preparation**

**3A. Consider** the two mind maps on the screen. They represent the two lists of questions on the next page. Both lists pose questions using the 8 Steps of Design as a framework.

**Divide** into 2 groups at your table. Using a T chart, **name** the differences.

**Share** your T chart with your table group.

**3B. Name** the questions you would add or change to any of the 8 Steps of Design for your SART team? How do these questions help you plan? **Share** the T chart with a neighboring table.
8 Steps of Design Team Meetings

Who (the participants)
- Will every member of the team be present?
- Will any member need to send a substitute?
- What questions are we answering in this meeting that is of particular importance to a member?
- Will any of the members be presenting material or information to the group? What support does s/he need? Do I need to be especially concerned about any member of this team?

Why (the situation)
- What decisions do we need to make as a group?
- What remains unclear about our work together?
- Are there agenda items that are urgent? Non agenda items that are urgent? What materials do the team members need to prepare in advance of the meeting? What research do (I) we need to conduct?

So That (the change)
- Are the changes we seek to make possible within our team? Are the changes we seek to make reasonable, practical, and financially doable?

What (the content)
- What is most important to get done at this meeting?
- What agenda will be used to create the product of this meeting?
- Who can we (I) collaborate with prior to the meeting?
- What approach will we use to make decisions at this meeting? What agenda items are risky at this meeting? How will we address the risks?

What for (the achievement-based objectives)
- What will be the tangible outcomes of this meeting?
- What will we do to accomplish the meeting outcomes? How will it support the purpose (why)?

Where (the place)
- Is the meeting space adequate?
- Does the meeting space have the technology or other tools we may use?
- Can we get the tools we need from someplace else for the meeting?
- Parking, transportation?

When (the time)
- Is the schedule adequate?
- Is there too much what for the when?
- What changes to the schedule may we anticipate?

How (the tasks)
- How will we accomplish our agenda?
- Do I have everything I need to complete the agenda?
- Do I have enough materials for everyone?
Learning Task #4. Process (Facilitation) by Design

4A. Conducting the Meeting. In this stage you draw upon your planning work, and there are choices you might keep in mind as you conduct the meeting itself:

- How you share responsibility
- How you support dialogue (open questions)
- How you manage time
- How you work with any conflict

4B. Sharing responsibility. Leaders often juggle many different responsibilities in a meeting—timekeeper, note taker, discussion leader and documentation manager. To share responsibility, simply ask individual participants to take on specific roles in the meeting. These are temporary roles and rotate around the group from one meeting to the next.

In pairs at your table, identify roles team members can take on to share responsibility. Name how this role will facilitate the meeting.

4C. Support Dialogue. Three Reaction Questions supports balanced reactions to a proposal, idea or decision. It begins with individual reflection on 3 open questions before sharing responses to those 3 questions, one at a time. The Three Reaction Questions are:

- What do you like about [the idea, decision]?
- Where do you need further information?
- Where do you have concerns?

Once all the reactions have been shared, ask the group, “What are we learning about this idea/decision? This last question is intended to help everyone integrate all that s/he heard and arrive at an overall conclusion.

Name 2 strategies you use to support dialogue within the team. We will hear a sample.

1. __________________  2. __________________

4D. Manage Time. The agenda manages the time through sequencing of activities; items are explicitly defined in terms of their purpose or intended outcome; and shared well in advance of the meeting. The agenda is the place where everything that should take place is written (the HOW—Design Step 8).

At your table, create an agenda that shares responsibility, supports dialogue, and manages time. Use the Worksheet on the next page.
### Worksheet: Meeting Agenda (After Kelsey & Plumb)

<table>
<thead>
<tr>
<th>Date and Total Meeting Time:</th>
<th>Location:</th>
</tr>
</thead>
</table>

**Situation** (brief statement)

**Specific Objectives for this meeting:**
- ..
- ..
- ..

<table>
<thead>
<tr>
<th>Flow:</th>
<th>Est. Time</th>
<th>Methods</th>
</tr>
</thead>
</table>

**Opening**

Situation and Achievements for this meeting;

Introductions/ Roles at meeting;

**Item or Objective 1:**

**Item or Objective 2:**

**Item or Objective 3:**

**Follow Up Planning**
4E. Facilitating Through Conflict.

4E-i Read the definition of the Elephant in the Room.

The Elephant in the Room

We have all heard the expression “elephant in the room” as it describes the big issue (“elephant in the room”) that everyone obviously knows about but doesn’t want to talk about or deal with. It’s an expression used when an issue is so big it can’t be ignored. Yet, without dealing with it adequately, stress and discomfort continues to build around the elephant in the room, as long as the issue has been unresolved.

4E-ii. Name 3 “elephants” that you know of. With your table group, invite the elephants in by reading the name of each elephant out loud.

What was it like to invite the elephant in? What elephants did you have in common?

1. ____________________ 2. ____________________ 3. ____________________

How do we eat an elephant? One bite at a time. Choose a small bite and work up to larger pieces. Lent (2012) suggests that by simply naming the elephant reduces its size and presence in the room. When we create collective responsibility for inviting the elephant, we create a culture of disclosure and transparency talking about problem issues in a safe environment, and in a respectful and timely manner so they can be fixed as soon as possible. Loss of productivity is limited and healthy exchanges become much more commonplace.

What one strategy have you employed to rid the elephant in your situation? On a pink card please share your strategy. We will collect them. Add your email address if you would like a copy of our responses.
Learning Task #5: Conclusion and Follow-up

Review the following thoughts on Closing Meetings and Follow-up.
What ideas does this spark about closing meetings?

<table>
<thead>
<tr>
<th>Closing Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>The closing can be the most important phase of the meeting. Before adjourning, four vital things can occur:</td>
</tr>
</tbody>
</table>

- **Clean out the Parking Lot** – you may not tend to these unresolved issues now, but make a plan to get to them. Maybe have a “keeper of the issue” so it doesn’t get lost.

- **Take a Snapshot** – what objectives have been met? What is the group’s understanding of decisions, accountability and next steps? What else came up that may warrant attention?

- **Plan the follow up** – all the hard work of the meeting may be lost unless the group identifies how to follow up. Create a chart for action steps at the start of the meeting and fill it in along the way. Encourage timely follow-up on action steps by having people name their own action steps. Celebrate progress on action steps at the top of the next meeting, this then becomes an expectation.

- **Review the “Process”** – how did the team feel about the meeting?

**What one thing would you add?** We will hear a sample.
Learning Task #6. Team Development and Sustainability

6A. **Listen** to this explanation of how teams develop and the ability to develop high level performance.

<table>
<thead>
<tr>
<th>Stage</th>
<th>When Team members have resolved the issues of the developmental stage, they have:</th>
<th>Role of Team Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1: Orientation</strong></td>
<td>• Question: why am I here Purpose, Personal fit, Membership</td>
<td>Good Host (safety)</td>
</tr>
<tr>
<td><strong>Stage 2: Trust Building</strong></td>
<td>• Question: Who are you? Mutual regard, forthrightness, spontaneous interaction</td>
<td>Listen (respect)</td>
</tr>
<tr>
<td><strong>Stage 3: Goal Clarification</strong></td>
<td>• Question: What are we doing? Explicit assumptions, clear integrated goals, identified roles</td>
<td>Clarifier (accountability)</td>
</tr>
<tr>
<td><strong>Stage 4: Commitment</strong></td>
<td>• Question: How will we do it? Shared vision, allocated resources, organizational decisions</td>
<td>Negotiator (Clear roles and responsibility)</td>
</tr>
<tr>
<td><strong>Stage 5: Implementation</strong></td>
<td>• Question: Who does what, when, where Clear processes, alignment, disciplined execution</td>
<td>Facilitator (Relationships)</td>
</tr>
<tr>
<td><strong>Stage 6: High Performance</strong></td>
<td>• Question: Wow! Flexibility, intuitive communication, synergy</td>
<td>Participant (small group)</td>
</tr>
<tr>
<td><strong>Stage 7: Renewal</strong></td>
<td>• Question: Why continue Recognition, change mastery, staying power</td>
<td>Observer (new role for the leader)</td>
</tr>
</tbody>
</table>

From *6 Habits of Highly Effective Teams*

6B. Which stage best represents your team? Based on the principles and practices of Dialogue Education, what might you do as team leader to facilitate sustaining or supporting the team to the next stage?
### Learning Task #7. Taking it Home- Your Action Plan

Take a minute to examine your materials and notes from all the workshops so far at this conference. Using the Action Plan Worksheet, name one specific action you will commit to from each session.

#### Action Plan
National Institute for SART Team Leaders

<table>
<thead>
<tr>
<th>Session</th>
<th>Key Learning</th>
<th>Action Steps</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Learning Partners: Introduction to Dialogue Education</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Work Session: Why Language Matters When Hearing From Victims/Survivors</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Work Session: Protocol Development: Applying Research to Practice</td>
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<td></td>
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<tr>
<td>Work Session: Transfer Learning- How to Make Trainings Stick</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Modified Best Practice Assessment</td>
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<tr>
<td>Global Learning Partners: DE: Facilitating the SART Team Process</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Task #8: Continue your Learning

Please stay in touch:

Karen G. Ridout    Marian Darlington-Hope
karen@globalearning.com marian@globalearning.com
919-210-6740                 617-447-7974
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Continue Your Learning: Please visit us on our web site: www.globalearningpartners.com

Global Learning Partners has assembled a variety of resources to support you in applying the Dialogue Education principles and practices in your work. We invite you to take advantage of any or all of these by accessing our website at www.globalearningpartners.com:

- Check out the Downloadable Resources— we have a long list of free resources you can download and use for any purpose.
- Take a look at the Dialogue Education Community for ideas about how best to continue your learning adventure.
- Take a look at Speaking of Dialogue, GLP’s blog, and share your comments there with your colleagues.
- Before long you will be receiving In the Spirit of Dialogue, a periodic e-mail containing news, shout-outs, tips, tools, and resources related to Dialogue Education. (If you’d rather not receive this you can simply unsubscribe using the link at the bottom of each e-mail.)
- Join us on your preferred social media platform: Facebook, LinkedIn or Twitter.
- Stay in touch with your facilitators: Karen@globalearning.com and Marian@globalearning.com

Useful Reading (available on Amazon.com)

APPENDIX
~~~~~~~~~~~~~~~~~~~~~

Professional Biography:
Karen G. Ridout, GLP Senior Partner

Karen Ridout has been training practitioners in Dialogue Education™ since 1997. As a consultant and coach in the Research Triangle Park area of North Carolina, she has developed numerous seminars, workshops, client training sessions and strategic planning sessions using a Dialogue Education™ approach. She also incorporates Dialogue Education™ in her coaching and facilitation work.

Karen specializes in helping people build on their strengths to maximize their productivity. She has worked with both individuals and organizations working in: hospitals, restaurants, professional groups of attorneys, physicians and architects, public relations firms, media, government agencies, churches, and voluntary organizations. She is particularly interested in applying Dialogue Education in the areas of organizational and management development and human relations.

In addition to being a Certified Teacher with Global Learning Partners, Karen is also certified as a trainer and/or administrator in:

- the Myers Briggs Type Indicator
- Human Systems Dynamics,
- BarOn EQi (emotional intelligence assessment),
- Element FIRO B (behavior assessment),
- ABLE (360 assessment),
- OAQ (Organizational Assessment Questionnaire).

Karen has served as adjunct professor at Lesley University in Cambridge, Massachusetts. A graduate of the University of Nebraska and Coach U, Karen worked previously as the Special Projects Director and General Services Manager with WRAL-TV in Raleigh; an Educational Services Representative with IBM; and the Health Fair Project Director for the National Health Screening Council (NHSCVO).

Karen is an avid community volunteer and has worked with numerous not-for-profits as a member of their Board of Directors and as a consultant. Karen has also written a chapter using Dialogue Education in Strategic Planning Sessions in Jane Vella’s 2003 book, Dialogue Education at Work: Case Studies, (Jossey Bass).
The Power of Dialogue in Teaching and Learning:

Session 2: Applying Dialogue Education in SART Team Development and Sustainability

www.globallearningpartners.com
is a system for the design and leading and evaluation of effective learning
Session 2

Applying DE to SART Team Development and Sustainability

Objectives: By the end of this session, you will have…

- **Incorporated** Dialogue Education (DE) approach in SART trainings, meetings and team development
- **Identified** and **planned** ways to incorporate DE best practices of meeting dynamics into your SART meetings
- **Analyzed** and **assessed** the foundational dynamics of SART team development and sustainability
- **Created** a customized plan for transferring your learning to your own context
Effective Teams

• Higher customer satisfaction
• Better communication
• More creativity and innovation
• Better attendance/participation
• Sense of cohesiveness
• Sense of involvement
• Sense of pride
• Sense of shared identity
Principle-Driven Decision Making

Principles and Practices of Adult Learning

Respect  Safety
Engagement  Accountability
Relevance  immediacy
Sequence  Open Questions
Small Group Work  Relationships
Cognitive/Affective/Psychomotor  Clear Roles & Responsibilities
## Effective Teams 2

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<thead>
<tr>
<th>DE Principles and Practices</th>
<th>Effective Team Factors</th>
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<tr>
<td>• Clear Roles and Relationships</td>
<td>• Sense of Pride</td>
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<td>• Safety</td>
<td>• Sense of Involvement</td>
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<td>• Small Group Work</td>
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The Power of 3

Preparation

Process (Facilitation)

Follow-up
Preparation
Story of two designs

SART Meeting               Conference Meeting
Process (Facilitation) by Design

Conducting the Meeting: Facilitation Choices

- How you share responsibility
- How you support dialogue (open questions)
- How you manage time
- How you work with conflict
Facilitating through Conflict

The elephant in the room is an issue that everyone obviously knows about but doesn’t want to talk about or deal with.

“Whenever I walk in a room, everyone ignores me.”
Elephant Strategies

To receive a list of strategies

- **write** your strategy on a pink card (on the table)
- **include** an email address
- **leave** your card on your table OR on the sticky wall
Closing the Meeting and Follow-up

- Clean out the Parking Lot
- Take a snapshot
- Plan the follow-up
- Review the Process
Role of Team Leader

- Observer
- Clarifier
- Negotiator
- Facilitator
- Listener
- Participant
- Good Host
- Host
- Supporter
- Clarify
- Stage
- Observe
- Stage
- Observe
- Participate
Action Plan
Continue Your Learning

- Remain in Contact with Karen and Marian
- www.globallearningpartners.com
- Page 17 lists other resources
- International Dialogue Education Institute, Oct. 24-27, 2013, Baltimore
Marian Darlington-Hope has been training practitioners in Dialogue Education™ since 2000. As an educator and consultant from the Boston area she has developed numerous seminars, workshops, client training and strategic planning sessions using a Dialogue Education™ approach. She also incorporates Dialogue Education™ in her community building, coaching and facilitation work. As a former member of the faculty at Lesley University, Marian has, with colleagues who are Dialogue Education Practitioners, worked together to influence teaching and professional development. As a professor at Lesley University and the University of Massachusetts Boston College of Public and Community Service, Dr. Darlington-Hope has taught graduate courses in the area of voluntary and nonprofit organizations, criminal justice, management and social policy.

Marian holds a Master in City Planning (MCP) degree from the Massachusetts Institute of Technology School of Architecture and Planning with a specialization in social policy. She received the Doctor of Philosophy (PhD) from Brandeis University Heller School for Social Policy and Management. Her dissertation, The Role of Expectations in Community-University Partnerships explored the role unspoken expectations work to facilitate or undermine collaboration. At Lesley University Marian has been Lead Faculty for Human Services, designed and taught courses in nonprofit management. Her current research and program interests examine the relationship between an individual’s sense of community and civic engagement participation. Dr. Darlington-Hope has consulted with numerous organizations including colleges, law enforcement, government agencies, churches, and nonprofit and voluntary organizations. She is particularly interested in applying Dialogue Education in the areas of civic engagement and nonprofit organizations.

Marian is a community activist having served on numerous boards and commissions. She recently has served as a Human Services Commissioner for the City of Cambridge, Massachusetts; Cambridge Health Alliance Joint Public Health Board and President of the Board of Directors at the Margaret Fuller Neighborhood House. She also serves in her local church and churches in Cambridge, MA. She is a past recipient of Martin Luther King Community Service Award from the Cambridge Black Pastors Association. Most recently she served on the Cambridge Review Panel examining the July 17, 2009 arrest of Dr. Henry Louis Gates which received national and international attention. She currently serves on the Cambridge Police Commissioner’s Advisory Committee.