

EVOLUTION'S ACTION LEARNING

OUR APPROACH: 1. Aims, Objectives; 2. Content & Process; 3. Triple – X Model

1 of 3

ACTION LEARNING		
<p><i>Evolution's</i> Action Learning is a process of learning from and with each other in a mutually supportive environment</p>	Aims and Objectives for Participants	
	Learning	Engendering an open, exploring attitude for ongoing learning
	Building Community	Networking to develop and experience meaningful shared vision
	Inspiring Collaboration	Learning skills in leadership and team development
	Effective Communication	Increasing participants tool kit in communication
	Cultivating Confidence	Empowerment through enhancing self-worth and shared perspectives

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Evolution consultants aim to make themselves redundant by the end of the Action Learning Sets by giving increasing initiative and responsibility to participants	Structure, Process and Content	
	Structure: of a Set	<ul style="list-style-type: none"> ▪ Feedback and introduction to a key learning and development principle ▪ Personal needs assessment ▪ Engaging in the Action Learning process
	Process: of a Set	<ul style="list-style-type: none"> ▪ Learning-centered exploration of live issues in blame-free environment ▪ Commitment to learning and action ▪ Empathy and connection primary, development secondary
	Content: Sequence of 6 Sets	<ul style="list-style-type: none"> ▪ Set 1: Determine guiding principles – group vision statement and shared values ▪ Set 2: Introduce Action Learning Model; Explain, Explore, Experience, Action* ▪ Set 3: Explain: Listening skills – attending to underlying needs ▪ Set 4: Explore: Strategy for exploring issues through conversation ▪ Set 5: Experience: Making connection, meeting needs, developing strategy ▪ Set 6: Action: Facilitating groups and working with individuals

* See 3-X Model below; Evolution's approach to Action Learning

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ACTION LEARNING 3-X Model			
The 3-X Model - Evolution's approach to Action Learning	SUBJECT (PRESENTING)	GROUP MEMBERS (SUPPORTING)	
	WHAT HELPS	WHAT HINDERS	HELPS
EXPLAIN Subject presents situation in <i>monologue</i> form	1. Relax, take your time 2. Describe observable facts and experience (versus interpretation) 3. Keep track of time in session	1. Interrupting 2. Distracting behaviour 3. Unhelpful thinking 4. Premature conclusions	1. Active listening for: - observable facts/experience - feelings - core values 2. Appreciative awareness
EXPLORE <i>Interactive element</i> as subject opens up to explorative questions	1. Allow yourself time & space to acknowledge your feelings/mood 2. Ask members for ideas/input 3. Keep a learning/exploring attitude	1. Advice giving or giving <i>the answer</i> in your experience 2. Hijacking... 'My experience is....' 3. Moralistic judging 4. Blaming, fault finding	1. Explorative questioning 2. Solution questions 3. Giving time, space and silence for subject to think and feel 4. Stay on subject's ground
EXPERIENCE Group assists in helping subject to connect with <i>his/her experience</i> , (i.e. feelings, core values)	1. Take time to come back to your direct experience – i.e. to check with how you are feeling in the light of new understanding 2. Connect with your underlying core values 3. Check if ready to receive input from others	1. Distracting subject away from their his/her own experience 2. Moving on to your own ground	1. (Request to offer) Considered, helpful suggestions/experiences 2. Assist in translating subject's feelings into core values (positive intention/human needs) 3. Attend (& keep coming back) to the subject's <i>experience</i>
ACTION Subject has <i>specific goals/action plan</i> to take with them	1. Set realistic, achievable goals (helps to be sensory specific – i.e. what it looks like, when, etc) 2. Commit to reporting back to group	1. Distracting subject away from focus of developing strategy for meeting his/her goal	1. Enquire what subject's outcomes are (in terms of strategy and values)