Table 11

Theme Averages: Readiness

Theme		Low Average	Medium Average	High Average
A	Shared Meaning	24.2	25.0	25.7
B	Needs Fulfillment	25.2	25.6	25.1
C	Planning and Strategies	23.5	24.6	25.1
D	Processes	22.8	24.1	25.2
E	Structures	21.3	22.8	22.9
F	Learning	24.6	25.3	25.1
G	Leadership	25.5	26.7	24.7
H	Community Building	24.3	23.7	25.5
I	Resources	24.8	25.6	25.8

Table 12

Theme Ranking: Readiness

Rank*		Low		Medium		High
1	G	Leadership	G	Leadership	B	Needs Fulfillment
2	B	Needs Fulfillment	B	Needs Fulfillment	I	Resources
3	I	Resources	I	Resources	A	Shared Meaning
4	F	Learning	F	Learning	H	Community Building
5	H	Community Building	A	Shared Meaning	D	Processes
6	A	Shared Meaning	C	Planning and Strategies	C	Planning and Strategies
7	C	Planning and Strategies	D	Processes	F	Learning
8	D	Processes	H	Community Building	G	Leadership
9	E	Structures	E	Structures	E	Structures

*#1 is the highest perceived need

With respect to the ranking of the themes based on perceived state of readiness, the low and medium sub-groups, differ noticeably

only with respect to the perceived need for the theme of community building. The low sub-group rated i   ree places higher. A much more profound difference exists between the highest readiness sub-group and the other two with respect to the themes of leadership and learning. Leadership is seven places lower and learning is three places lower for the high readiness sub-group.

Qualitative Contributions

While contacting potential participants for this study by telephone, the overwhelming majority expressed the concern that they may not be able to be involved in this research due to time pressures in the workplace. The potential participants making this claim attributed the time problem to have largely been brought about by workplace cutbacks and downsizing efforts. This no doubt affected the ability of the respondents to input suggestions for improving the applied concepts and adding to them. Despite that limiting factor, a number of general comments were made, and a total of thirty-one specific written modifications and additions were shared (see Appendix 4). Several people expressed delight and tremendous enthusiasm for the work. Included in their number were some who stated that all of the applied concepts were obvious and that follow-up work should begin immediately in the implementation arena. Conversely, several respondents indicated that they didn't understand some of the applied concepts. Almost all of these suggested simplifying the wording; one participant stated that it was the first survey that he had filled out among many that

had caused him to think and reflect on his own background on the statements involved. Another recommendation made regarding the methodology was to mix opposite statements into the instrument and tabulate results accordingly to see if there was any tendency by the participants to respond in one way because of the layout.

Enough input was received to warrant justifying further qualitative research on the applied concepts, but not nearly enough was received to validate changes to the existing statements.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

This study was initiated for the purpose of determining what the applied concepts are that are needed to facilitate a learning community. Forming learning communities is of interest to many people in all types of organizations to assist in dealing with change, to enable higher functioning for survivability, to enhance their capacity to create their own future, to be better positioned to take advantage of new opportunities and to be able to solve problems more effectively. In order to accomplish the objective of the research, an in-depth examination was done of the literature on the subject of learning communities. The most consistent applied concepts were extracted and organized into theme areas. To establish which of the applied concepts were needed to facilitate a learning community, qualified learning leaders from organizations in the Edmonton, Alberta area were contacted to participate in the study. Those who agreed were sent a survey instrument containing demographic questions and the applied concepts extracted from the literature. Participants were asked to indicate whether they perceived a need to implement these applied concepts in their own workplace in order to form a learning community. This was done by marking on a Likert scale whether they *strongly agreed, agreed,* were *not sure, disagreed* or *strongly disagreed* with the need for

each applied concept. Ninety-four out of one hundred and twenty surveys were returned completed (78%). The results were tabulated for the applied concepts and themes and figures and tables were constructed to display the information.

Contributions and Limitations of the Research

Contributions

One of the contributions that the research has made to the study of learning communities is the analysis and synthesis of some four hundred items including over one hundred books, and several hundred documents in the form of articles, tapes and conference proceedings. The researcher also participated in experiential workshops and dialogue events held by interest groups and leading consultants. The materials spanned related fields as diverse as psychology, education, business, technology, sociology and spirituality. Once all of the sources had been examined, the selection of those in the bibliography for this work was made and the final extraction process was carried out as described in the methodology in Chapter Three. While no work of this kind is ever complete, the literature review traversed much of what is currently available in the way of insights and reports of experiences related to building and developing learning communities. As such, the scope of the thinking on learning communities is well represented in the research, which lends considerable weight to the applied concepts that emerged. Thus, although the research did not venture beyond descriptive statisitics, it is significant in its attempt to identify

applied concepts related to facilitating the building and development of learning communities.

Limitations

On the other hand, a number of limitations are also evident in the research. Further statistical analysis of the data collected could have provided greater insight to the descriptive statistics provided in Chapter Four. By running t-tests, or other appropriate statistical processes, the significance of trends (such as the middle age sub-group perceiving the least need among the age sub-groups for the applied concepts, or the female sub-group perceiving the greatest need between the gender sub-groups for the applied concepts), could have been further explored.

Examining the data on the workplaces of the research participants in terms of for-profit and not-for-profit workplaces, may have provided greater insight. By doing interviews of individuals, or using an expert panel in conjunction with the literature items selected for the final extraction of the applied concepts, the validity of the identified applied concepts could have been improved. The use of theme titles before the applied concept groupings in the instrument by the researcher could have resulted in bias in the grouping decisions made by the researcher. By surveying the participants with the applied concepts alone, this could have been avoided. Also, the applied concepts could have been placed in random order to ensure that no association could be drawn by the participants from the relative positions of the statements. Another deterrent to biasing could have been to include a number of

detractor statements among the applied concepts. Finally, by making the number of applied concepts from each theme that were to be surveyed representative of the number extracted from each theme, a more accurate applied concept listing could have been developed. This would have meant if theme A had twice the number of applied concepts extracted as theme C did, then the instrument would contain twice the number of applied concepts from theme A as from theme C.

An additional investigation in the form of a factor analysis could establish whether the responses on the part of the participants showed the same relationship or clustering among the applied concepts as the grouping under the themes did in the extraction process.

Summary of Findings and Conclusions

The following are the findings for this study drawn from the data collected and the calculations made. Conclusions are made for each based solely on what the findings indicate and are not intended as absolutes. The order of the findings and conclusions follows the research sub-questions from one through three.

(1) The findings for Sub-Question #1: Do learning leaders in Edmonton perceive the applied concepts extracted from the literature to be needed to facilitate a learning community in their workplace?; show that the majority of learning leaders in the Edmonton, Alberta area do perceive the need for the applied concepts extracted from the literature, to facilitate a learning

community in their organizations. This means that there is strong agreement for effecting change in the directions that the implementation of the applied concepts would bring about. The fact that this level of accord exists serves to answer the main question for this research. In as far as the scope, depth and methodology of the research permits, the applied concepts extracted from the literature can be said to be representative of what is needed to facilitate a learning community.

It is noted however, that 14 of the applied concepts had *not sure* responses in the returned instruments numbering over 15. This indicates that further clarification is needed in these areas and that either respondents did not understand the wording or did not have sufficient exposure to the concept to respond assertively.

(2) Regarding Sub-Question #2(a): Is there an order of priority among the applied concepts and Sub-Question #2(b): Is there an order of priority among the themes into which the applied concepts are grouped?; the answer is affirmative for both sub-questions. An order of priority does exist for the applied concepts. This offers some insight into which applied concepts may be considered for implementation ahead of others. The themes also had an order of priority but with very little difference in the emphasis placed on them. Theme G, leadership which placed first overall in ranking, has no applied concepts in the top five on the order of priority list for applied concepts. Applied concepts H1 and H2, which were selected as the two most important, are in a theme that was selected seventh overall. This indicates that the relationship among applied concepts

within a given theme may be lost among the participants. For example, A1 was the third highest priority applied concept. It deals with developing a culture of shared meaning. A6, the applied concept in position thirty, deals with helping individuals within organizations develop their personal meaning systems which are essential to developing shared meaning systems. Somehow totally different levels of priority are given. This could be simply because A6 is considered not needed. It could also be because the appreciation of its scope, potential and criticality may not be understood. Clearly, the respondents looked at the applied concepts as individual items as the instrument design requested, but the question arises as to whether respondents could have made the connection between applied concepts within each theme in a tacit manner. The results show no evidence of that kind of occurrence. Facilitators must look at this result very closely when determining whether to place an emphasis on certain applied concepts or themes for implementation. In some cases a combination of approaches may be considered.

(3) The demographic data provided responses to portions of Sub-Question #3: What differences exist in the responses of learning leaders to Sub-Questions #1 and #2(a) and (b), based on their gender, type of workplace and age? Female learning leaders consistently perceived a higher need for the applied concepts than did males. This finding was true for all themes and almost all applied concepts. In general, women, according to this result are more compatible with the directions in which the applied concepts take organizations. This

may be 〔 〕 important factor in decision making in organizations regarding the assignment of roles and the development of people.

Workplace differences manifested themselves along theme lines. Not-for-profit and for-profit learning leaders saw planning and strategies to be much more important than did principals. Principals, on the other hand placed a much higher emphasis on leadership and community building than did their counterparts. What is also noteworthy is that two of these themes, namely community building and planning and strategies were ranked sixth and seventh overall. '   infers that the two types of workplace learning leaders ha   . iri.ctly different needs perceptions. Such a result could be a reflection of the emphasis traditionally placed in the two types of workplaces. Workplace members would do well to consider these outcomes in deciding on which applied concepts to implement to facilitate a learning community dynamic. The reason for this is that it could be that while a public school system implements applied concepts relative to leadership because of the perception of need in that area; they might overlook planning and strategies to the point whereby problems begin to happen as a result of the neglect of that area. The same thinking holds for any workplace desirous of implementing those applied concepts that are ranked highest in terms of needs perception in that consideration should be given to what might be compromised or overlooked.

Learning leaders in the middle age category perceived the applied concepts to be needed to a lesser degree than did their younger and older colleagues. In general, the younger sub-group

perceived the highest need for the applied concepts, while the oldest sub-group was second. Regardless of the reasons behind this, the conclusion is that this lends itself to the possibility that the middle age sub-group is least likely to implement these applied concepts. Organizations must be aware of this reality and factor it into all facets of their functioning. The theme rankings show a much higher emphasis by the middle age sub-group than the other two on resources and learning. This could mean that this sub-group, being somewhat more seasoned than the younger ones, and having somewhat more at stake than the older ones, are reflecting a pragmatic view that without these items in place, the remainder of the themes would not be possible to implement. On the other hand, it could be that this perception indicates that the middle age sub-group would only proceed with any steps toward implementation of the applied concepts if allocations were made first. If the latter is true, then that thinking could be partly to blame for the lower needs perception overall.

(4) The final portion of Sub-Question #3: What differences exist in the responses of learning leaders to Sub-Questions #1 and #2(a) and (b), based on the perceived state of readiness of their workplace for implementing needed applied concepts?; has a consistent finding. The data on the perceived state of readiness of the organization for implementing the applied concepts when looked at in conjunction with the perceived need for the applied concepts, shows that the lower the perceived state of readiness of the organization, the lower the perceived need for the applied concepts. This is evidenced when

looking at the theme averages for readiness in Table 11. Those learning leaders who stated that their organizations were in a high state of readiness to implement the applied concepts also perceived a higher need to implement them and vice versa. Clearly, the greater the awareness and movement of an organization in the direction of becoming a learning community, the greater the perceived need to proceed further. Also, it could be that as some applied concepts are implemented, the need for others becomes increasingly apparent. This highlites the importance of establishing some direction and beginning the process towards implementation. As developments occur, they clear the way for further, more pronounced advances. Such a finding is very encouraging for organizations in all states of readiness.

Recommendations for Further Research

(1) A great deal more work must be done both in the area of making additions to the applied concepts and to validating further the existing applied concepts as a framework for facilitating learning communities. The research done in this study was a preliminary look at what the response might be of those people with the most expertise and influence in these areas in their workplaces. Follow up studies can take two general directions. The first would be to do more surveys, perhaps with fewer participants, but with those who have considerable depth of background on learning communities, and who are given more release time specifically to participate in the research. Providing them with preliminary overviews of the applied

concepts and themes for dialogue before surveying would be helpful. Also, taking the time to extract more qualitative data drawn from their combined experience would be extremely useful. Finally, having colleagues input together on each applied concept with respect to their workplace would add a dimension to the findings. Another approach that is essential to establishing whether the applied concepts hold, would be to locate interested organizations that would implement some of the applied concepts and allow observations to be made on the results.

(2) The results of the priority ranking of the applied concepts could be investigated further by using a variety of instruments with a cross section of organizational types. Such an undertaking could easily be done in conjunction with the studies recommended in #(1) above. Key points to determine would be the consistency of the order of priority and the reasons for the relative ranking of the applied concepts.

(3) The demographic trends and workplace readiness perception findings need to be tested to establish how consistent they are; what their effects are on the facilitation of learning communities; what the reasons might be behind them and whether they hold with other research in other disciplines i.e. gender issues; and finally, what steps need to be taken to leverage high points and bridge gaps.

Recommendations for Application

In its current form, the set of applied concepts may have limited practical value. However, if diagnostic tools were developed

with the applied concepts acting as a foundation, they could be used to assess the state of readiness of an organization for moving in the direction of becoming a learning community, or to troubleshoot areas of concern that might need attention. By scanning through an appropriate checklist or guide, possible areas for directing energies and resources may be discovered that might not have been considered otherwise. This could save time and money and ensure more lasting resolutions based on a comprehensive, system-wide approach. Similarly, implementation technologies can be designed and tested that integrate the applied concepts into organizations, moving them to greater and greater internalization of their application. Two examples of this include the future search conferences that are used for developing shared meaning and the community building workshops that are used for developing authentic communication and deep interpersonal relationships that reach into the emotional and spiritual planes. There is much room for the creation of new methodologies, the improvement of existing ones and the evolution of best ways to empower large numbers of people with the skills, knowledge and affects that are involved in employing the new and improved methodologies. In addition, the applied concepts can be used as a guide from which to draw ideas for continuous learning. Learning experiences to develop competencies in areas such as dialogue, exploration, research, experimentation and other activities can be prompted by referring to the list. Plans for learning programs within organizations can be directed by the

content of the statements. The outline for courses, workshops, seminars and role plays can be based on a selection of these items.

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APPENDIX 1

INITIAL TELEPHONE CONVERSATION GUIDE

The following text outlines the content to be used in the first telephone communication with the prospective research participants.

Hello, my name is Conrad Braun. I am currently engaged in a research study for a Master of Education thesis at the University of Alberta on the subject of the learning community. I received your name with permission (a) from the office of the Edmonton Public School Board, if addressing a principal; or (b) from the local learning organization interest group, if addressing a human resource management practitioner. If addressing a principal ask: Do you have any knowledge of the learning community dynamic? (If no, terminate the call. If yes, proceed.)

The purpose of my study is to determine what the applied concepts are that facilitate a learning community. Applied concepts are directive or prescriptive statements that articulate what could be done to induce and sustain a learning community. Through an extensive literature review, I have extracted the most frequently occurring applied concepts and organized them into nine theme areas, each containing six. Such a compilation could prove to be a very useful guide to any organization seeking to become a learning community. In order to determine which of these applied concepts are needed to facilitate a learning community, I have designed a research instrument in the form of a survey. All input received will be strictly confidential and participants as well as organizations with which they are affiliated will be protected from identification. Would you be interested in volunteering as a respondent for this study? (If no, terminate the call. If yes, proceed.)

You will receive a package in the mail within one week containing a cover letter and a copy of the instrument. All necessary instructions are included in the instrument. On the final page of the instrument, several resources on the learning community are listed. You will receive those which you check in the space provided, at the conclusion of this research project. If you have any questions, please do not hesitate to call me. Thank you for your support.

APPENDIX 2

RESEARCH INSTRUMENT COVER LETTER

Pursuant to our telephone conversation of ___(date)___, please find enclosed a copy of the research instrument on the applied concepts of the learning community, and two self-addressed, stamped envelopes. One envelope is for the purpose of returning your completed Request for Further Information form, located on the last page of the instrument. It will indicate which items on the learning community you wish to receive at the conclusion of this study. The second envelo e is for returning the completed survey. The results of a pilot study show that you will need about 30 minutes to respond to this instrument.

All data collected during this research will be destroyed once the results are summarized. You may withdraw from this study at any time.

The learning community, as an organizational dynamic, has the potential to become the means by which synergistic functioning can be realized in organizations. Furthermore, in the face of current day opportunities, challenges, conditions and contexts, the need is accelerating for a highly effective alternative to cope with change in today's organization. The applied concepts contained in this investigation are directive or prescriptive statements that articulate what could be done to induce and sustain a learning community. Your experience and expertise as a learning leader in your organization are important to the process of gaining insight into learning communities. The results of all of the contributions will be incorporated into a thesis for the partial fulfillment of the requirements for a Master of Education Degree.

All necessary instructions are included within the instrument sheets. Please return the completed form by ___(date)___. If you have any questions, please call me at 481-3023. Thank you for agreeing to participate in this work.

Yours sincerely,

Conrad Braun
Graduate Student

CC: Prof. Art Deane
Enclosure

APPENDIX 3

RESEARCH SURVEY

RESEARCH SURVEY

APPLIED CONCEPTS FOR FACILITATING A LEARNING COMMUNITY

Part A: Demographics

Please fill in the blanks below as requested. This information will be used to describe the characteristics of the population sampled.

(1) Please indicate (check ✔) your gender: _____ female

_____ male

(2) Please state your age: _____ years.

(3) Please indicate your type of workplace setting:
(check only one): _____ k-12 public education system

_____ not for profit organization

_____ for profit organization

Part B: Need

Please indicate on the scale adjacent to each applied concept listed below, to what extent you believe the applied concept to be needed to facilitate a learning community in your workplace. The following designations apply: (SA)-Strongly Agree, (A)-Agree, (NS)-Not Sure, (D)-Disagree, (SD)-Strongly Disagree; i.e. a response of Strongly Agree, indicates a strong belief in the need for that applied concept to facilitate a learning community in your workplace. Please indicate your choice by circling the appropriate letters.

TO FACILITATE A LEARNING COMMUNITY IN MY WORKPLACE I PERCEIVE THE NEED TO:

Theme A- Shared Meaning

A-1 Develop a complex culture based on shared meaning that encompasses the following aligned elements: beliefs, values, vision, mission, core competencies and goals.

SD---D---NS---A---SA

A-2 Deepen, entrench and renew shared meaning consistently and continuously.

SD---D---NS---A---SA

A-3 Manage the chaos resulting from rapid change and the complexities of self-organization through the direction, identity and commitment generated by shared meaning.

SD---D---NS---A---SA

A-4 Establish a set of operating principles, guided by the shared meaning system, to act as the foundation for all decision making and actions.

SD---D---NS---A---SA

TO FACILITATE A LEARNING COMMUNITY IN MY WORKPLACE I PERCEIVE THE NEED TO:

A-5 Ensure that all contributions and concerns are processed in the engendering of shared meaning.

SD---D---NS---A---SA

A-6 Assist members in surfacing and articulating their personal meaning systems and integrating them into the shared meaning system.

SD---D---NS---A---SA

Theme B- Needs Fulfillment

B-1 Devise sensors and feedback channels to maintain an awareness of the personal needs of members for all developmental levels.

SD---D---NS---A---SA

B-2 Make ongoing provision for the basic physical necessities of members including health, safety and security.

SD---D---NS---A---SA

B-3 Provide required: support, feedback and acknowledgement; occasions for informal interaction; and opportunities for increased participation and responsibility.

SD---D---NS---A---SA

B-4 Match individual interests, aspirations and capacities closely and directly with organizational needs.

SD---D---NS---A---SA

B-5 Design roles to be fluid, challenging, relevant and fulfilling.

SD---D---NS---A---SA

B-6 Encourage indulgence in playfulness, humor, risk, experimentation, spontaneity and outbursts of interest and excitement.

SD---D---NS---A---SA

Theme C- Planning and Strategies

C-1 Ensure that all directives, functions and activities are cogenerated, modelled and supported by the top leadership.

SD---D---NS---A---SA

C-2 Implement all needed applied concepts in an optimally integrated and balanced manner.

SD---D---NS---A---SA

C-3 Provide the maximum possible access to information and mechanisms for creating and capturing knowledge throughout the organization.

SD---D---NS---A---SA

TO FACILITATE A LEARNING COMMUNITY N MY WORKPLACE I PERCEIVE THE NEED TO:

C-4 Utilize needs assessments, scenarios, simulations, benchmarking and stories of past successes and failures to generate proactive, flexible plans and strategies.

SD—D—NS—A—SA

C-5 Embed continuous and breakthrough improvement and innovation cycles within all facets of organizational functioning.

SD—D—NS—A—SA

C-6 Analyze systems interrelationships to determine the points where the least intervention can effect the optimum desired change.

SD—D—NS—A—SA

Theme D- Processes

D-1 Blend occasions for dealing with difficult issues, bridging differences and the rooting out of obstacles to learning into routine encounters.

SD—D—NS—A—SA

D-2 Surface and challenge assumptions, norms, perspectives and modes to prompt deep learning and renewal.

SD—D—NS—A—SA

D-3 Ensure sufficient contact among stakeholders to unearth concerns, share insights, identify future needs and devise solutions.

SD—D—NS—A—SA

D-4 Alter work methods to accelerate development cycles, streamline operability and synchronize with new technologies.

SD—D—NS—A—SA

D-5 Develop performance indicators to provide feedback on critical aspects of organizational functioning.

SD—D—Nʒ—A—SA

D-6 Utilize guided and skilled competition and conflict, and action learning technologies in conjunction with parallel teams to generate arrays of creative alternatives for problem solving.

SD—D—NS—A—SA

Theme E- Structures

E-1 Employ hierarchical structures for routine, low impact operations and horizontal structures for critical, high priority decision making and functioning.

SD—D—NS—A—SA

E-2 Inaugurate flexible teams as the primary organizational forms for both protracted assignments and short term projects.

SD---D---NS---A---SA

TO FACILITATE A LEARNING COMMUNITY IN MY WORKPLACE I PERCEIVE THE NEED TO:

E-3 Ensure that teams have adequate cross-level, cross-discipline, interdepartmental and interorganizational representation for effectual fulfillment of their objectives.

SD---D---NS---A---SA

E-4 Tie all necessary external rewards by way of remuneration, acknowledgements and challenges to demonstrated self-organizing capability, competency development and productive contributions made at the personal, team and organizational levels.

SD---D---NS---A---SA

E-5 Forge flexible role descriptions, outlining a range of expectations and accountabilities and detailing the contextual frameworks within which the activities are to be concentrated.

SD---D---NS---A---SA

E-6 Build required support services into each unit or team or make them readily accessible across boundaries.

SD---D---NS---A---SA

Theme F- Learning

F-1 Expand self-organized learning capabilities in formal, informal, incidental and generative learning contexts at the personal, team, organizational and interorganizational levels.

SD---D---NS---A---SA

F-2 Grow in the ability to determine learning needs, set goals, design experiences, apply learnings and measure and assess impacts.

SD---D---NS---A---SA

F-3 Deepen skills in critical and creative thinking, problem solving, inquiry, reflection, listening, communication and group interaction.

SD---D---NS---A---SA

F-4 Make learning opportunities available in personal visioning, group process, surfacing assumptions, psychospiritual development, and principle centeredness.

SD---D---NS---A---SA

F-5 Balance long term theoretical and competency building learning with just-in-time, just-enough, in context, directly applicable learning experiences.

SD---D---NS---A---SA

F-6 Provide for ongoing development in higher order thinking, metacognition and collaborative learning in a way that addresses individual learning styles, strategies, affinities and intelligences.

SD—D—NS—A—SA

TO FACILITATE A LEARNING COMMUNITY IN MY WORKPLACE I PERCEIVE THE NEED TO:

Theme G- Leadership

G-1 Model and coach continuous growth in learning and functioning at all levels and in all spheres of living.

SD—D—NS—A—SA

G-2 Facilitate the creation of settings, conditions and dynamics conducive to learning community development and sustainability.

SD—D—NS—A—SA

G-3 Expand participative decision making and shared leadership, matching member competencies to task and process requirements.

SD—D—NS—A—SA

G-4 Assist in the acquisition of learning resources and the design and delivery of learning experiences.

SD—D—NS—A—SA

G-5 Cultivate the acquisition, creation and internalization of new knowledge.

SD—D—NS- -A—SA

G-6 Ensure fair and equitable selection practices, assignment distributions, group compositions and compensation schedules.

SD—D—NS—A—SA

Theme H- Community Building

H-1 Relate with respect, caring, compassion, honesty, integrity and forgiveness.

SD—D—NS—A—SA

H-2 Communicate clearly, simply, frequently and authentically, balancing dialogue and discussion and transcending roles, policies and status.

SD—D—NS—A—SA

H-3 Provide means by which members can comfortably grow in self-awareness, surface personal areas of brokenness and vulnerability and move closer through healing to wholeness.

SD—D—NS—A—SA

H-4 Grow in the tolerance of ambiguity, the balancing of task and bottom line with process and functioning from emptiness of obstacles to learning.

SD—D—NS—A—SA

H-5 Surface and deal with difficult and painful issues and reconcile differences with integrity.

SD—D—NS—A—SA

TO FACILITATE A LEARNING COMMUNITY IN MY WORKPLACE I PERCEIVE THE NEED TO:

H-6 Invite consciously motivated, ethical submission to a Higher Power and commitment to the betterment of the human condition.

SD—D—NS—A—SA

Theme I- Resources

I-1 Optimize the use of time when scheduling individual, team, organizational and network activities for the meeting of objectives.

SD—D—NS—A—SA

I-2 Allocate budgets for human and material resources; balancing risks with potential returns, long and short term cycles, needs with wants and quality with efficacy.

SD—D—NS—A—SA

I-3 Ensure that work and learning locations and layouts are safe, secure, healthy, comfortable and stimulating.

SD—D—NS—A—SA

I-4 Make diverse coaching, mentoring, counselling and therapy services available and accessible through both direct and discreet means.

SD—D—NS—A—SA

I-5 Screen resources, products, processes and waste through ecological filters.

SD—D—NS—A—SA

I-6 Provide optimal technologies for working and learning including hardware and integrative software for multimedia, expert systems, communications, simulations, modeling, automation, process control and data acquisition, processing and management.

SD—D—NS—A—SA

Part C: Readiness Perception

Please indicate on the scale below to what extent you perceive your workplace community to be ready to implement the needed applied concepts. Position #1 on the scale indicates an extremely low state of readiness for implementation, while position #6 on the scale indicates an extremely high state of readiness for implementation.

1—2—3—4—5—6

Part D: Modifications and Additions

Please write down any modifications you wish to see made to the applied concepts in Part A. Also, if there are any applied concepts that you believe should be added, input them in the space provided. If more space is required, please use the back of this sheet or enclose additional pages. All contributions will be processed.

Applied Concept Number   Revision or Addition

_____   _____

                       _____

                       _____

_____   _____

                       _____

                       _____

_____   _____

                       _____

                       _____

Thank you for your participation in this research project. Please return the completed survey in the envelope provided to: Mr. Conrad Braun, 18619 92 Ave., Edmonton, Alberta, T5T 1P3. This instrument will not be referenced in any way to any participant or to any organization with which participants are affiliated.

REQUEST FOR FURTHER INFORMATION

Please indicate which of the following items you wish to receive upon completion of this thesis research:

(1) bibliography of learning community resources   _____

(2) a copy of the summarized results of this study   _____

(3) information on interest groups and workshops   _____

Complete the following section and enclose this form in the envelope provided to Conrad Braun 18619 92 Ave., Edmonton, Alberta, T5T 1P3.

Name   _____

Mailing Address _____

_____

_____

_____

For any further inquiries regarding learning community resources, I may be reached at 481 3023 or cbraun@ccinet.ab.ca.

APPENDIX 4

MODIFICATIONS AND ADDITIONS

MODIFICATIONS AND ADDITIONS

The following statements represent the qualitative contributions made by the participants. All written suggestions have been listed in order of applied concept designation from A1 to I6 with additional ideas for applied concepts at the end.

A1 - the culture should be simple

- culture yes, complex culture no

- remove the word "complex"

A5 - there are exceptions which must sometimes be handled from the human side of thought

A6 - I believe we must respect and encourage individuals within the confines of the group culture

- when and where appropriate

B2 - remove security- it is impractical in today's economic reality

B4 - personal growth can arise from extending these boundaries

B6 - extremely important concept

C1 - walk the talk

C2 - equal/ fair- not always the same

- there is a need to work on a broken front

C3 - must observe professional ethics and need for trust and confidentiality within the organization

C5 - there is a need to work on a broken front

D6 - often difficult for all stakeholders to view such action positively-must build trust first

- creative alternatives can be encouraged without a sense of competition or conflict

E1 - leadership must be strong- for many decisions input must not be confused with ultimate power

E3 - also suggest for key teams/projects that a senior manager be nominated to act as mentor/resource/champion/link

- add the inclusion of external resources on a project as a virtual organization

E4 - not remuneration- at first the teams/groups will be contributing time and effort over and above their normal work

F3 - vital

- this should initially be a part of team development, not a separate learning activity

F4 - can this be accomplished within the operational confines of the group culture?

- knowledge of these elements and applications are very personal

- not for everyone

F6 - in the longer term- too soon in Canadian culture will put people off

G2 - assumes competency

G3 - slowly- over longer term

G5 - cultivate the ability to acquire, create and internalize new knowledge

H1 - high emphasis should be on this statement

H3 - some learning is destructive when it affects human minds, particularly when it involves human potential and self-improvement

- remove the phrase on healing

- this depends on the degree of fixing brokenness- this often takes years and years- not realistic in all cases

- delete as this is too risky in our current culture

H4 - change the word tolerance to acceptance

H6 - in the very long term

- delete as this is too risky in our current culture

I3 - not likely in manufacturing corporations

I5 - everyone is responsible

I6 - within the confines of taxed budgets

Additional - encourage the use of outside resources to meet our needs

- develop an understanding of the needs of other institutions and work with them

- ensure that the individual is also responsible for putting the applied concepts in place

- support the development of wisdom

APPENDIX 5

PRIMARY SOURCES FOR APPLIED CONCEPTS

PRIMARY SOURCES FOR APPLIED CONCEPTS

A1 Develop a complex culture based on shared meaning that encompasses the following aligned elements: beliefs, values, vision, mission, core competencies and goals. Senge, P. (1990).

A2 Deepen, entrench and renew shared meaning consistently and continuously. Leibig, J. (1994).

A3 Manage the chaos resulting from rapid change and the complexities of self-organization through the direction, identity and commitment generated by shared meaning. Wheatley, M. (1992).

A4 Establish a set of operating principles, guided by the shared meaning system, to act as the foundation for all decision making and actions. Senge, P. (1990).

A5 Ensure that all contributions and concerns are processed in the engendering of shared meaning. Weisbord, M. (1992).

A6 Assist members in surfacing and articulating their personal meaning systems and integrating them into the shared meaning system. (Harri-Augstein, S., & Thomas, L. (1991).

B1 Devise sensors and feedback channels to maintain an awareness of the personal needs of members for all developmental levels. Kuczmarski, S., & Kuczmarski, T. (1995).

B2 Make ongoing provision for the basic physical necessities of members including health, safety and security. Glasser, W. (1984).

B3 Provide required: support, feedback and acknowledgement; occasions for informal interaction; and opportunities for increased participation and responsibility. Costa, A., & Garmston, R. (1994).

B4 Match individual interests, aspirations and capacities closely and directly with organizational needs. Walton, M. (1986).

B5 Design roles to be fluid, challenging, relevant and fulfilling. Glasser, W. (1984).

B6 Encourage indulgence in playfulness, humor, risk, experimentation, spontaneity and outbursts of interest and excitement. Peters, T. (1992).

C1 Ensure that all directives, functions and activities are cogenerated, modelled and supported by the top leadership. Block, P. (1993).

C2 Implement all needed applied concepts in an optimally integrated and balanced manner. Peck, S. (1987).

C3 Provide the maximum possible access to information and mechanisms for creating and capturing knowledge throughout the organization. Nonaka, I., & Takenchi, H. (1995).

C4 Utilize needs assessments, scenarios, simulations, benchmarking and stories of past successes and failures to generate proactive, flexible plans and strategies. Wack, P. (1985a).

C5 Embed continuous and breakthrough improvement and innovation cycles within all facets of organizational functioning. Kim, D. (1992).

C6 Analyze systems interrelationships to determine the points where the least intervention can effect the optimum desired change. Senge, P. (1992).

D1 Blend occasions for dealing with difficult issues, bridging differences and the rooting out of obstacles to learning into routine encounters. Argyris, C. (1992).

D2 Surface and challenge assumptions, norms, perspectives and modes to prompt deep learning and renewal. Argyris, C. (1990).

D3 Ensure sufficient contact among stakeholders to unearth concerns, share insights, identify future needs and devise solutions. Watkins, K., & Marsick, V. (1993).

D4 Alter work methods to accelerate development cycles, streamline operability and synchronize with new technologies. McKee, D. (1992).

D5 Develop performance indicators to provide feedback on critical aspects of organizational functioning. Gordon, J. (1992).

D6 Utilize guided and skilled competition and conflict, and action learning technologies in conjunction with parallel teams to generate arrays of creative alternatives for problem solving. Watkins, K., & Brooks, A. (1994).

E1 Employ hierarchical structures for routine, low impact operations and horizontal structures for critical, high priority decision making and functioning. The High Success Network. (1993).

E2 Inaugurate flexible teams as the primary organizational forms for both protracted assignments and short term projects. Nirenberg, J. (1993).

E3 Ensure that teams have adequate cross-level, cross-discipline, interdepartmental and interorganizational representation for effectual fulfillment of their objectives. Nonaka, I, & Takenchi, H. (1995).

E4 Tie all necessary external rewards by way of remuneration, acknowledgements and challenges to demonstrated self-organizing capability, competency development and productive contributions made at the personal, team and organizational levels. Pinchot, E., & Pinchot, G. (1993).

E5 Forge flexible role descriptions, outlining a range of expectations and accountabilities and detailing the contextual frameworks within which the activities are to be concentrated. Brinkerhoff, R., & Gill, S. (1994).

E6 Build required support services into each unit or team or make them readily accessible across boundaries. Nonaka, I., & Takenchi, H. (1995).

F1 Expand self-organized learning capabilities in formal, informal, incidental and generative learning contexts at the personal,

team, organizational and interorganizational levels. Dixon, N. (1990).

F2 Grow in the ability to determine learning needs, set goals, design experiences, apply learnings and measure and assess impacts. Harri-Augstein, S., & Thomas, L. (1991).

F3 Deepen skills in critical and creative thinking, problem solving, inquiry, reflection, listening, communication and group interaction. Huber, G. (1991).

F4 Make learning opportunities available in personal visioning, group process, surfacing assumptions, psychospiritual development, and principle centeredness. Peck, S. (1994).

F5 Balance long term theoretical and competency building learning with just-in-time, just-enough, in context, directly applicable learning experiences. Brinkerhoff, R., & Gill, S. (1994).

F6 Provide for ongoing development in higher order thinking, metacognition and collaborative learning in a way that addresses individual learning styles, strategies, affinities and intelligences. Costa, A., Bellanca, J., & Fogarty, R. (Eds.) (1992).

G1 Model and coach continuous growth in learning and functioning at all levels and in all spheres of living. Mumford, A. (1993).

G2 Facilitate the creation of settings, conditions and dynamics conducive to learning community development and sustainability. Senge, P. (1993).

G3 Expand participative decision making and shared leadership, matching member competencies to task and process requirements. Block, P. (1993).

G4 Assist in the acquisition of learning resources and the design and delivery of learning experiences. Harold, L. (1991).

G5 Cultivate the acquisition, creation and internalization of new knowledge. Nonaka, I., Takenchi, H. (1995).

G6 Ensure fair and equitable selection practices, assignment distributions, group compositions and compensation schedules. Nirenberg, J. (1993).

H1 Relate with respect, caring, compassion, honesty, integrity and forgiveness. Peck, S. (1993).

H2 Communicate clearly, simply, frequently and authentically, balancing dialogue and discussion and transcending roles, policies and status. Isages, W. (1993).

H3 Provide means by which members can comfortably grow in self-awareness, surface personal areas of brokenness and vulnerability and move closer through healing to wholeness. Peck, S. (1993).

H4 Grow in the tolerance of ambiguity, the balancing of task and bottom line with process and functioning from emptiness of obstacles to learning. Argyris, C. (1993).

H5 Surface and deal with difficult and painful issues and reconcile differences with integrity. Peck, S. (1993).

H6 Invite consciously motivated, ethical submission to a Higher Power and commitment to the betterment of the human condition. Hawkins, P. (1991).

I1 Optimize the use of time when scheduling individual, team, organizational and network activities for the meeting of objectives. Watkins, K., & Marsick, V. (1993).

I2 Allocate budgets for human and material resources; balancing risks with potential returns, long and short term cycles, needs with wants and quality with efficacy. Shaw, R., Perkins, D. (1991).

I3 Ensure that work and learning locations and layouts are safe, secure, healthy, comfortable and stimulating. Glasser, W. (1984).

I4 Make diverse coaching, mentoring, counselling and therapy services available and accessible through both direct and discreet means. Costa, A., & Garmston, R. (1994).

I5   Screen resources, products, processes and waste through ecological filters. Hawken, P. (1993).

I6   Provide optimal technologies for working and learning including hardware and integrative software for multimedia; expert systems; communications; simulations; modeling; automation; process control; and data acquisition, processing and management. Rao, M., & Wang, Q. (1995).