Codevelopment
Action Learning (CAL) :
How to measure Impacts and Results

26th Annual Global Forum, Barcelona
June 20th 2023 – Session 13

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Today's presentation

» Why Codevelopment Action Learning (CAL) ?

» What are the impacts of CAL?

» How to successfully implement CAL?

» How to assess CAL impacts?

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Why Codevelopment Action Learning (CAL)?

Codevelopment Action Learning (CAL)

Co-create | Accelerate | Grow

Over a set period of time, a group of 5 to 8 participants meet on a regular basis to explore real work situations (topic), such as **projects, goals, decisions and challenges.**

The group works as a team to explore **new possibilities and initiate change.**

Everyone **builds their capabilities** by learning from each other.

Benefits of CAL

Co-create

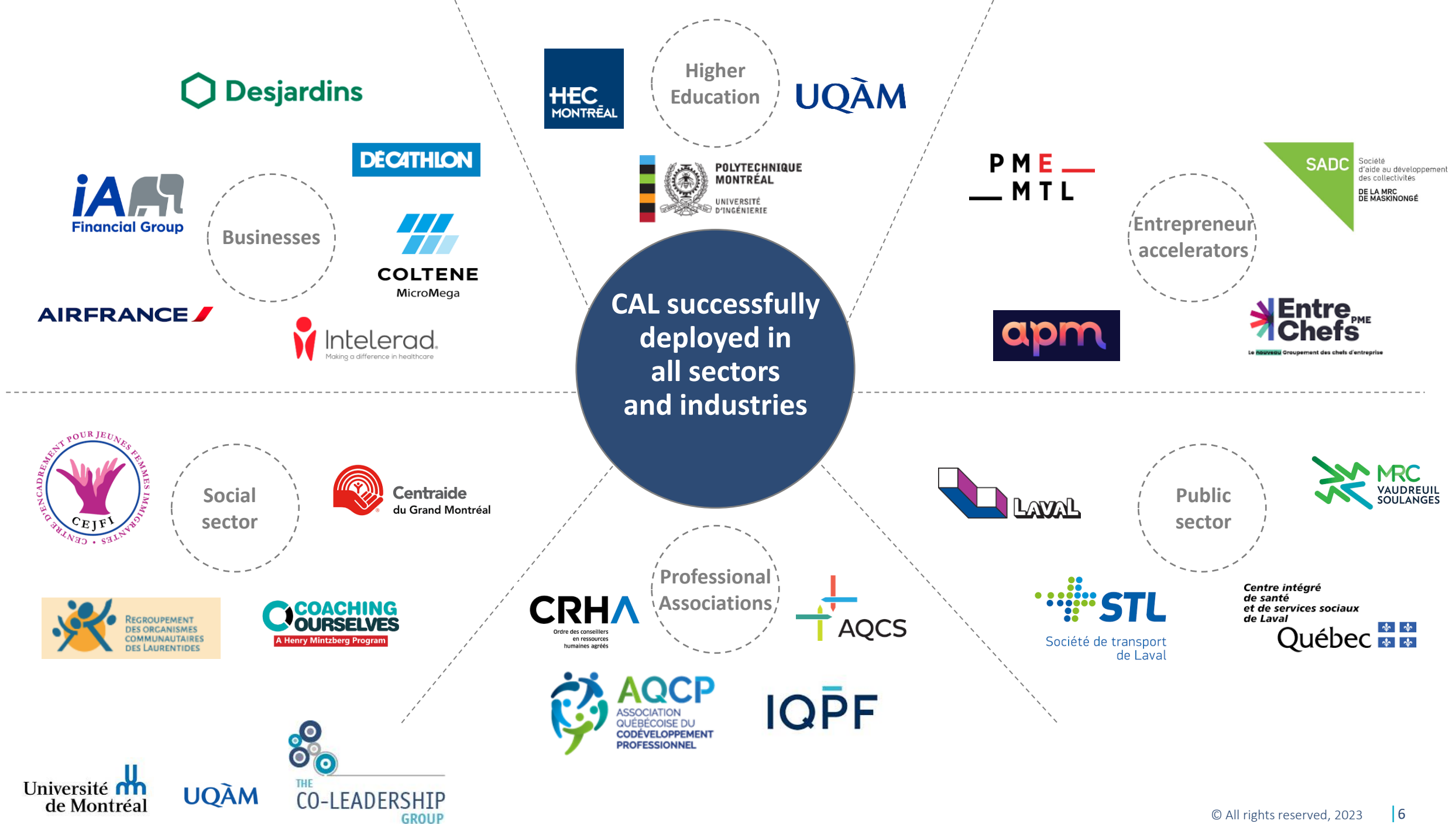» **Foster social support** networks, **collaboration** and **innovation**

Accelerate

» Contribute to the **achievement of operational and strategic objectives**

Grow

» **Increased self-efficacy,** a key ingredient for performance

» Build **cognitive and soft skills**

» **Develop professional identity** and career advancement

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CAL successfully deployed in all sectors and industries

Higher Education

Businesses

Entrepreneur accelerators

Social sector

Public sector

Professional Associations
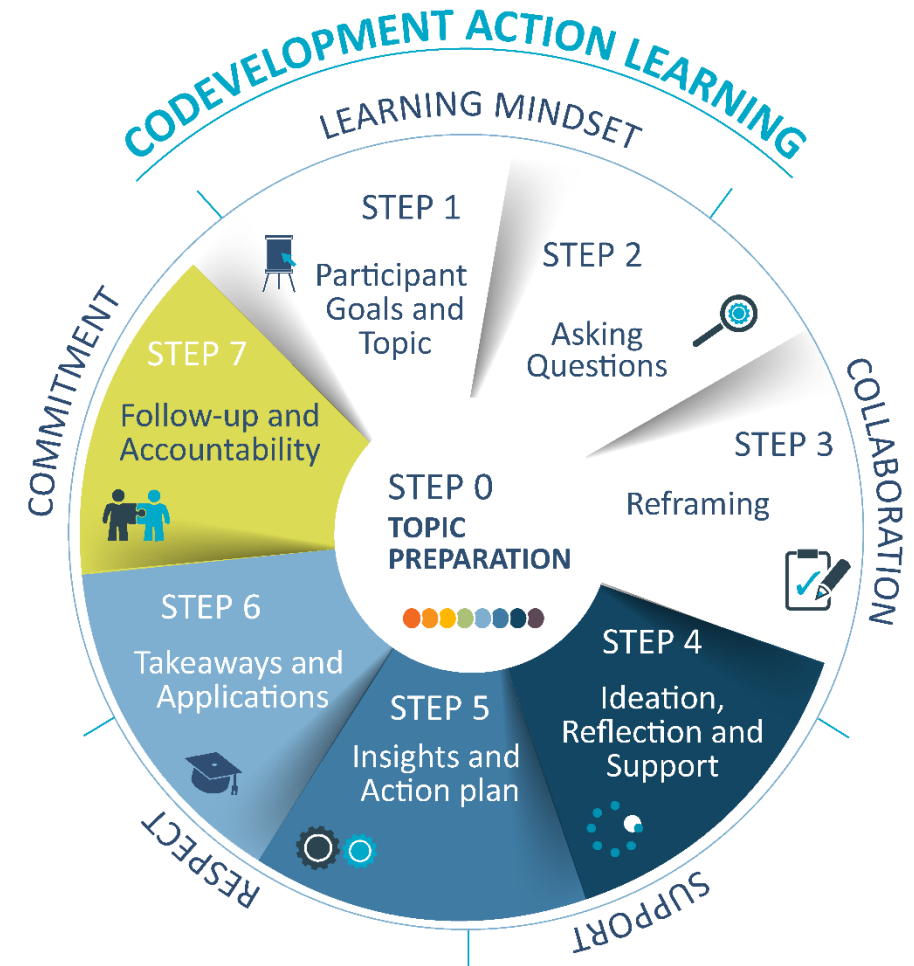
Three roles 7-Steps Learning Mindset

Client
For each session, one participant takes on the client role; this participant is supported by the other participants. The client presents a real-life situation to the group that will serve as a learning topic for the session.

Consultants
They guide the client in his/her reflections by asking open ended questions; sharing their experience; providing suggestions and offering support (role of catalysts). They strengthen their own practice by drawing on the learnings from the session (learner role)

Facilitator
Takes on the role of a guide who stimulates learning and co-creation by overseeing the process. The facilitator's role usually stays the same during the journey.

CODEVELOPMENT ACTION LEARNING

LEARNING MINDSET

COMMITMENT

COLLABORATION

RESPECT

SUPPORT

STEP 1 Participant Goals and Topic

STEP 2 Asking Questions

STEP 3 Reframing

STEP 0 TOPIC PREPARATION

STEP 4 Ideation, Reflection and Support

STEP 5 Insights and Action plan

STEP 6 Takeaways and Applications

STEP 7 Follow-up and Accountability

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A typical CAL journey

PLANNING AND ALIGNMENT | **CAL SESSIONS** | **INTEGRATION**

4-6 week interval between sessions;
90-120 min per session (avg.)

PLANNING AND ALIGNMENT

- **Alignment** with org. strategic priorities and needs
- **Project** preparation
- **Choice** of indicators for evaluation (see Part 3, chapter 12)
- **Kickoff session**
  - Introduce CAL
  - Select group objectives and group guidelines
  - Plan the sessions
  - Choose the client for upcoming sessions
  - Demonstration (optional)

CAL SESSIONS

Preparation Step 0 with Client 1 — Session 1 — *4-6 week interval* — Preparation Step 0 with Client 2 — Session 2 — *(...)* — Preparation Step 0 with Client 6 — Session 6

A typical CAL session
- Arrival/welcome/check-in
- Steps 1 through 6
- Step 7 (Session 2+)
- Learning module, content sharing, etc. (optional)
- Confirm the next client
- Conclusion

INTEGRATION

Wrap-up session and review
- Evaluate results
- Validate the group's interest to start a second cycle
- Identify future potential facilitators (see Chapter 13)

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What are the impacts of CAL?

Research-based impacts and benefits of CAL

Three significant research projects

» **Collaborative action-research** with mixed methods

» **Partnership** development and Partnership engage (COVID-19) projects

» **Three grants:** Social Sciences and Humanities Research Council (2013-2021)

» *No conflict of interest during all research (all authors)*

Lafranchise et al., 2016; Lafranchise et al. 2022; Paquet et al., 2022a

Large-scale research with various partners

Organizations

33 from various sectors: mainly healthcare, government, education, unions, associations,

Groups (sets) / sessions

In-person: 64 groups; 367 sessions

Online: 42 groups; 252 sessions

Avg. of 5-6 sessions per group

Participants

In-person: 450+; 1588 questionnaires

Online: 241+; 680 questionnaires

Lafranchise et al., 2016; Lafranchise et al. 2022; Paquet et al., 2022a

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Main research findings
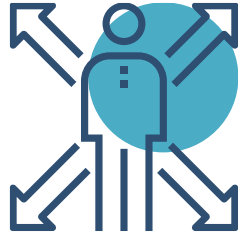
Self-efficacy (sig. ↑*)

Teamwork (sig. ↑*)

Work Politics/influence (sig. ↑*)

Solutions and problem solving
(sig. ↑*)

For org., teams and groups

Social support (sig ↑*)

Co-creation of solutions
and cooperation

Transfer of takeaways to others

Knowledge about group members
and organizations

For individuals

Better knowledge of own
strengths/limits/challenges

Various human capabilities/skills +

Consolidation of
professional identity

Co-creation of solutions

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* Quantitative analyses (pre-post)

More about self-efficacy and the importance of CAL facilitation

» Many facilitation and peer-support behaviours are possible:

  » Pre-session; in-session; between-sessions

» For newer or experienced facilitators:

  » What are the best combinations to promote participant's self-efficacy development?

  » What behaviour/skill should be learned first, to be a better facilitator?

CAL Facilitation and peer-support behaviours

Pre-session client preparation

Complete Step 0

Stimulate reflection and formulate the topic

Recommend using a preparation worksheet

In-session facilitation

Encourage the creation of individual learning goals

Come up with reflective(powerful) questions

Recommend using reflective tools

Share resources: short workshops, videos & readings

Provide constructive feedback

Between-session support

Monitor action plan between sessions

Help clients prepare to return for Step 7

How to successfully implement CAL?

10 keys to success

1. A clearly identified need

2. Alignment between the organization's strategic directions, a meaningful group theme and participant goals

3. Buy-in from executives and managers

4. A learning and innovation culture

5. A pilot project with measurable results

6. Group composition

7. A communication plan

8. A competent and trustworthy facilitator

9. Coordinated effort and logistics

10. Ongoing benefits assessment

How to assess CAL impacts?

Many possible indicators

» **Goal achievement** (what was accomplished/accelerated)

» **Takeaways** (learning) about:

    - Oneself; group members; topics

» **Transfer** (what was used and how)

» And many more...

Required skills and resources

» A **rapid assessment** can be quite simple, with the right skills and resources (can be dedicated)

» Survey platform/skills

» **Basic knowledge** of descriptive statistics

» Knowledge of **qualitative analysis** (content or thematic) for a **scientific measure**

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A simple method!

1 **An open-ended question**:

What was your learning goal/intent for the session?

2 **A Likert-type question:**

To what extent do you agree or disagree that this session allowed you achieve your goal?

CONTENT ANALYSIS
Of what is achieved, learned, etc.
And what is "less" achieved…

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

Achieved goals/objectives
(Quantitative side of analysis)

Groups' goals/objectives	*n*	Mean/5	Std. dev.	% pos.
Degree of achievement	1424	4.45	0.80	91%

Group objective: **59%** **32%** **7%**

- Very pos.
- Positive
- Neutral
- Negative
- Very neg.

Achieved goals/objectives
(Quantitative side of analysis)

Qualitative content analysis – Goals/objectives		
20%	**Professional skills development**	*"Learn new strategies to resolve difficult situations in psychotherapy."*
19%	**Social support and mutual aid**	*"To support each other and develop a sense of belonging."*
15%	**Listening, respect and openness (attitude)**	*"Openness, authenticity, honesty, fun."*
11%	**Reflection regarding our role**	*"How to fulfill our role as social workers?"*
10%	**Support in creation of solutions/problem solving**	*"To support each client in finding solutions for their topic."*
6%	Participation	*"To understand the topic and offer appropriate solutions."*
4%	Reflective practice, step back	*"Reflect of complex situations and therapeutic impasses."*

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Takeaways/learning
(Quantitative side of analysis)

	Mean/5	Std. dev.	% pos.
Takeaways about other participants/group	4.04	0.72	81%
Takeaways about the topic	4.04	0.84	77%
Takeaways about oneself - **Attention**	3.77	0.80	67%

Group: 25% Very pos., 56% Positive, 17% Neutral

Group: 32% Very pos., 45% Positive, 20% Neutral

Self: 16% Very pos., 51% Positive, 28% Neutral, 4% Negative

Legend: ■ Very pos. ■ Positive ■ Neutral ■ Negative ■ Very neg.

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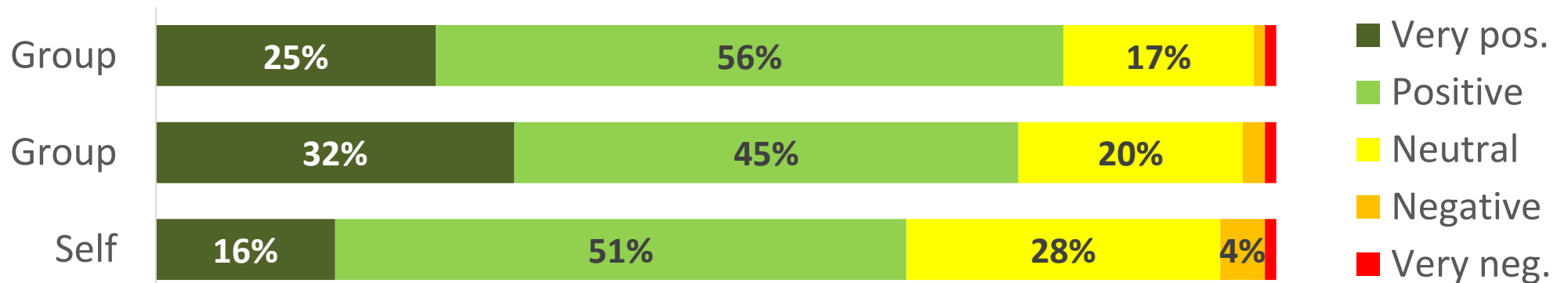
Takeaways/learning
(Quantitative side of analysis)

Qualitative content analysis – Topic

Qualitative content analysis – Participants/group

Qualitative content analysis – Oneself

32%	**Introspection regarding their role**	*"The importance of focusing on empowering patients, and to sometime accept my lack of influence on them."*
20%	**Strengths and competencies/capabilities**	*"My great tolerance to ambiguity in our work context."*
11%	**Attitude toward others**	*"When I am impulsive, I am less receptive to others. I have to learn to better manage my impulsiveness."*
10%	**Work methods**	*"I use time management strategies that helps in my situation."*
8%	Recognition and respect of own limits	*"Tendency to set myself high expectations within unrealistic deadlines, given the context."*

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Transfer/use of takeaways
(Quantitative side of analysis)

Transfer (online groups)	*n*	Mean/5	Std. dev.	% pos
Application of takeaways at work (Type 1).	641	4,19	0,77	77 %
Application of problem solving skills developed through codevelopment AL to improve performance (Type 2).	641	4,11	0,61	64 %
Application of communication/interpersonal skills developed through codevelopment AL to improve performance (Type 2).	639	4,04	0,62	64 %
Communication of takeaways to others (Type 3).	641	4,11	0,63	69 %
Teaching of takeaways to others (Type 4).	580	3,84	0,78	45 %
Positive behavioral changes noticed by others (Type 5).	528	3,13	0,61	18 %

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Some interesting surprises …

» The effect of alignment: **everybody learns**

» Strong indication of **similar impacts between in-person and online CAL**

    - Same proportions obtained from massive qualitative analyses *(learning about oneself, other group members, topics, etc.)*

Our upcoming book published by Routledge

Coming soon!
March/April 2024

Stay informed at :

https://view.flodesk.com/pages/63ffb2d1fb7be5738b99a777

**Codevelopment
Action Learning
for business:
Co-create, accelerate,
grow**

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To know more about CAL

Sabourin, N. et Lefebvre, F. (2017). *Collaborer et agir: mieux et autrement : guide pratique pour implanter des groupes de codéveloppement professionnel*. Éditions Sabourin Lefebvre.

Paquet, M., Sabourin, N., Lafranchise, N., Cheshire, R. et Pelbois, J. (2022). Codevelopment Action Learning during the pandemic – findings from two online co-learning and co-creation events: Twenty Codevelopment Action Learning sessions were held simultaneously for 148 participants from nine French-speaking countries. *Action Learning: Research and Practice, 19*(1), 19-32. https://doi.org/10.1080/14767333.2022.2026761
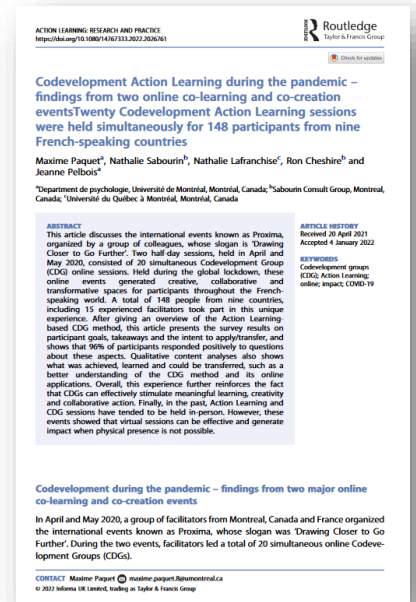
We invite you to Session 16 :
A New Approach to Collaboration, Action and Learning |
Codevelopment Action Learning

Global Forum - June 2, 2023 Barcelona (Spain)

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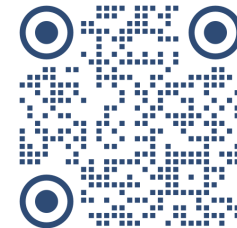
Elevate your leaders and unite your teams.

Co-create | Accelerate | Grow

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www.coleadershipgroup.com

To get ready for Session 16 : Download the CAL ThinkSheet

Q&A

Thank You!

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