Better Together

A Guide to Starting a Regional Approach to Nonprofit Learning and Improvement

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Ever wonder how your region can come together to help its nonprofit leaders and organizations? Looking to ensure continuous improvement and drive greater effectiveness for the people and causes you serve in your community? The Pittsburgh Learning Circles Program may have answers for you.

The Pittsburgh Learning Circles Program, an initiative of The Forbes Funds, engages community nonprofit leaders who are tackling the challenge of organizational performance. In 2018, the one-year pilot program brought together 26 nonprofit leaders and guided them through a structured approach to reflect, discuss, and improve their organizations on their journeys to high performance. As a result of early successes and lessons learned, The Forbes Funds and project funders are repeating the program in 2019.

The goal of the program was to build and share knowledge through open dialogue and deep reflection around issues or problems—with a sharp focus on creating meaningful, measurable results over time. Using a framework for organizational learning and improvement gave leaders a common language that helped move them to their ultimate goal.

The Pittsburgh Learning Circles Program story shares a high-level view of the program and participants' experiences. As a companion to this document, it offers key insights into creating community-based continuous improvement initiatives.

The Pittsburgh Learning Circles Program Model

The Pittsburgh Learning Circles Program brought together nonprofit leaders, mentors/facilitators, coaches/executives-in-residence, and funders—all eager to strengthen regional nonprofits and leadership. Twenty-six participants met in both large groups for a speaker series and smaller learning circles of approximately eight participants and their mentors/facilitators. The speaker series included topics such as leadership, theory of change, CEO and board partnerships, and organizational culture.

Cohort participants in the learning circles used resources from the Leap Ambassadors Community Continuous Improvement Pathway, including the Performance Practice to dive deeper into the definition and disciplines of high performance from the Performance Imperative and apply it for ongoing reflection, learning, and continuous improvement in

> "This program gave me an opportunity to take an objective look at the organization and I now see it differently than I saw it absent the program."
>
> - Program Participant

their own organizations. As part of the process, participants developed organizational improvement plans to highlight a specific focus area for improvement identified during the Performance Practice review. Cohort members also discussed common challenges and provided support and ideas for potential solutions in their peer-learning circles.

Success Factors

A regional approach to learning and improvement can be innovative, collaborative, and effective. Here are critical elements that Pittsburgh leaders suggest you have in place for success in your region:

- **An Ecosystem With a Commitment to Learning and Improvement** – Find local leaders who believe in, value, and support continuous improvement efforts that lead to high performance. These leaders need to have worked collaboratively in the past or have the appetite to do so.

- **Strong Infrastructure** – Identify an anchor institution (for example, The Forbes Funds, a national organization with regional chapters or units) with credibility, capacity, and strong relationships with funders and stakeholder nonprofits.

- **Funding Support** – Establish a budget (The Forbes Funds found the project expenses of approximately $100K to be low cost and high impact). Identify a lead funder willing to engage other funders to gain buy-in and financial support.

- **A Framework for Organizational Learning and Improvement** – Complimentary materials from the Leap Ambassadors Community are a guide for the program and an ongoing resource for individual nonprofits. The Performance Imperative provides a shared definition of high performance and a framework of seven organizational disciplines with underlying principles to explain what it takes to achieve high performance.

  For each of the Performance Imperative's principles, the Performance Practice presents one or more specific practices or behaviors that represent manifestations of that principle in action. The Performance Practice gave participants an extensive, in-depth look into their organizations and a broad lens to identify areas for improvement.

- **Experienced, Local Mentors/Facilitators** – Involve experienced nonprofit executives with credibility in the community and a personal commitment to continuous improvement toward high performance. Executives should also have good group facilitation skills and the ability to connect and engage leaders. One Pittsburgh learning circle had two strong female mentors, resulting in an unintended positive benefit. For example, the mentors gave insights and sound advice on navigating gender bias in the workplace.

  Mentors/facilitators should use the Performance Practice in their own organizations before the beginning of the learning circles to guide cohort participants in effectively using the resource for continuous improvement.

- **Aligned Participants** – Define your target population (for example, by geography, budget size, or affinity). Nonprofit leaders who have a commitment to continuous improvement will benefit the most. Each organization should send two participants, one of whom should be the CEO or another executive-level decision maker since the process should trigger organizational changes. Two participants from each organization ensures knowledge transfer back to the organization. When non-decision-makers were the only organizational representatives, they weren't as able to drive organizational changes.

Program Logistics

Based on their pilot experiences, Pittsburgh leaders suggest some important logistical issues to consider.

- **Choose appropriate topics for the learning circles in your region**. The pilot cohorts focused on three of the Performance Practice modules: Disciplined, people-focused management; well-designed and well-implemented programs and strategies; and financial health and sustainability. *NOTE: Almost three-quarters of pilot participants asked to participate in the financial sustainability learning circle. If there is great interest in one area, consider offering more than one learning circle for that module.*

- **Define the program schedule.** We recommend designing a schedule that includes a half-day orientation session, monthly peer-learning circle sessions, and a final presentation by each learning circle with the full group. You might also consider bringing the full group together to hear speakers discuss topics related to high performance. To maintain momentum, Pittsburgh leaders recommend that these full-group sessions not interrupt the flow of the monthly peer-learning circles.

- **Determine make-up of learning circles.** Ideally, learning circles should be no larger than eight participants. The Pittsburgh pilot mixed smaller and larger organizations in learning circles. However, some participants reported that it hampered some conversations and learning. For example, one discussion about personnel problems presented solutions involving HR and legal departments—which smaller organizations don't have. Other participants noted they found it helpful to hear from organizations with larger budgets and discover different ways to address problems. You may want to be mindful of dimensions like organizational size during the enrollment process to find the best groupings for your project and/or be mindful of the need to address issues from multiple viewpoints.

- **Schedule comprehensive training sessions (see outline here).** Provide monitoring guidance and mentor/facilitator reports (see sample here) and a checklist for mentors/participants (see sample here). Facilitation guides should include clear expectations of the work to be done, a project timeline with deadlines, a checklist, suggestions for data analysis, and materials/outputs needed for each session. If coaches/executives-in-residence are a component of the program (see story here), distinguish between the roles of facilitators/mentors and coaches and how each role supports participants. *NOTE: The Leap support team provided resources and support to partner with The Forbes Funds to establish the first regional pilot as a model for other regions. See helpful materials in the Appendix and feel free to contact the support team for general advice and questions.*

- **Plan an indepth orientation session for participants.** Plan a half-day orientation session (sample agenda here) to launch the program. Provide materials, allow for introductions, and set clear expectations for program participation.

- **Implement ongoing performance monitoring and internal evaluation.** Monthly reports from the mentors/facilitators should include topics discussed, challenges or obstacles presented, use of coaches (if available), and progress on each organization's improvement plan. Timely reporting allows for course correction. Use our Monitoring Checklist for Anchor Organizations to make sure you discover problems while there's still time to course-correct. The midway and final participant evaluations are equally critical for determining project benefits.

- **Plan for assessment of longer-term results.** At the outset, participants should agree to provide feedback one year after completing the program to share progress from their organizational improvement plans created during the program. Organizational improvements often take longer to materialize than the length of the program so ongoing communication is key for capturing longer-term results.

- **Structured format.** Mentors/facilitators and participants found that more structure within the group yields richer discussions and learning. Homework assignments helped them prepare for the next group session and keep the learning objectives front and center in their everyday work.

Key Program Takeaways from Nonprofit Leaders and Mentors

Participants found these benefits from the peer-learning circles project component:

Connections, support, and learning. Knowing that other leaders have similar problems and challenges helped break down isolation that executives often feel. A foundation of trust in the learning circles allowed them to air hardships and provide validation to each other. Participants indicated they learned a lot from each other and valued the opportunity to talk openly about organizational challenges and problems in a highly confidential space. These connections also present ongoing opportunities for collaboration on common issues.

Mentors and nonprofit leaders offered different experiences, perspectives, and viewpoints on common challenges and possible solutions. For example, participants didn't expect a discussion on the importance of self-care, how it helps them and their employees, and ways to integrate self-care in their busy lives for their own performance and continuous improvement. The affirmation of a common problem, along with the ideas and suggestions to take care of themselves, helped them to be more aware and set a path forward.

Value of local expertise. Nonprofit leaders found the openness of the mentors, their willingness to share challenges they had faced, and their problem-solving methodologies helpful. Mentors also found participation to be a personal growth experience.

The [continuous improvement pathway](#) materials. The [Performance Imperative](#) and [Performance Practice](#) provided a common definition of high performance and a shared language to discuss organizational improvement. As a valuable resource collaboratively developed by 50+ nonprofit practitioners, researchers, funders, and consultants, the Performance Practice helped leaders focus and learn from staff feedback, while peers and mentors offered valued support and perspective. Participants identified other benefits, including:

> "I am encouraged by the work we are doing through the Performance Practice as it helps give me perspective and real-time lessons for how to tackle the work. I am also excited about some of the recent changes made that are leading us in the right direction."
>
> - Program participant

- **A shift from reactive to proactive.** The process, based on the structured approach provided by the Performance Practice, reinforced the value of assessing critical organizational areas for a better grasp of strengths and improvement topics. Participants were able to move from a reactive to proactive stance in their work.

- **An effective way to engage board and staff**. Leaders were better able to understand what was most important to their board and staff. Board and staff got a better grasp of the organization's overarching work for greater alignment.

Common Challenges, Helpful Solutions

The learning circles provided the opportunity to seek help from each other and offer a range of options for common challenges.

Although learning circles for the disciplines of [courageous, executive leadership](#) and [a learning culture](#) weren't used during the program, their importance in organizational improvement regularly surfaced.

Participants said their boards often ask, "How do you compare us to other organizations? How do you benchmark what we're doing?" The Performance Practice, collaboratively developed by leaders in the field, helped them answer those questions.

Mentors and nonprofit leaders discussed how a healthy culture is key to productivity, staff retention, and quality services. Specific suggestions included:

- Ensure staff feel they are heard and know that you want their opinions
- Implement suggestions when you can and explain why if you can't
- Let your team know you value and appreciate their hard work and individual talents. Failing to do so contributes to low morale.

> "I learned about what the standards should be for evaluating the health of an organization and have a set of guidelines to do that."
>
> - Program participant

Participants recognized that they need to think bigger about the relationship of staffing to the organization's success. "Are the right people in the right positions and aligned with our mission?"

> "We made progress on our onboarding process and actually created a budget and new policies and procedures."
>
> - Program participant

Retention strategy discussions helped leaders think about a range of possibilities, especially those that aren't tied to a direct financial cost. Although financial benefits are always desirable, nonprofit leaders can implement a number of low-cost or extremely affordable activities, such as flex time, self-care lunch breaks, time off, mentoring, professional development opportunities, and celebrations.

Nonprofits and funders both desire effective programs (many funders ask for "evidence-based" programs). Leaders determined this is as much a question of mindset as it is about financial resources. We can all start somewhere when it comes to improvements and ask questions such as, "How can we change and improve what we're doing to strengthen our programs and become more effective for the people we serve?" Empowering staff to look critically at barriers to success for their clients can lead organizations to examine and adopt evidence-based practices.

Nonprofit leaders discussed the challenge of raising funds for current operations and sustainability simultaneously. They learned the importance of proactively assessing their programs for sustainability. A mentor introduced the MacMillan Matrix, a framework that provides a rational approach to determine whether the organization should maintain, grow, seek partners, or divest of their programs. Leaders found this very helpful in assessing their programs holistically, leading them to strengthen their finances and prioritize programs.

- **A vehicle for important discussions.** Participants found that the results from the organizational self-assessment were a good way to start necessary (and often difficult) conversations. The ability to cite the data and feedback from staff in response to the proof points was an objective way to begin tough conversations.

- **A way to prioritize.** It's often overwhelming to prioritize improvement areas when there's so much work to do. Participants indicated that completing the Performance Practice, evaluating the results, and creating themes from the feedback helped them determine where to begin.

- **A focus on getting better at getting better.** Participants found the continuous improvement resources were a valuable guide that emphasizes improvement rather than perfection. It helped focus their attention on the most important areas of improvement for their individual organizations at the current time.

- **An avenue for buy-in.** Leaders found what they learned through their participation helped get buy-in for necessary changes because 1) it involved input from people throughout the organization, and 2) the improvement plan was based on data from the group and developed during/after a process of joint reflection.

- **A resource for optimism and hope.** Staff expressed hope after discussing organizational strengths and weaknesses. The goal of providing high-quality services resonated especially with frontline staff. It seemed to provide greater clarity on where the organizations stood on the path to serve clients better.

> "It got everyone on the same page as to what the goal was and how it was going to be accomplished."
>
> - Program participant

Post-Pilot Notable Achievements

Although the pilot ended in December 2018, examples from program participants indicate the beginning of organizational changes and improvements.

One organization realized they had strong logic models for specific programs but lacked an overall organizational **theory of change**. The board strategic planning committee members and designated staff began the process of creating a draft in preparation for a strategic planning effort.

Another organization needed a more strategic way to assess its **programs' ongoing value** in support of mission. As a result of tools shared by a mentor, this organization made changes: Of 11 programs, they decided to increase their investment in four, maintain five, and phase out two. Although profitable, the two programs phased out weren't core to mission and overlapped with programs at other organizations. Discontinuing two profitable programs was a difficult decision, but leaders knew it was the right thing to do—an equally great example of the Performance Imperative's Courageous Leadership discipline.

One organization's completion of the well-designed and well-implemented programs and strategies module uncovered a major flaw in its **feedback collection process**. The staff person who provided services and built relationships with clients also conducted the verbal evaluations. This process raised a number of questions: "How honest were the clients since they were giving feedback to the person providing services? Was there bias in the evaluation write-ups?" They reviewed their data collection practice, other options, and the feasibility of others assisting with client feedback and data collection. As a result, a more objective person who doesn't provide services now collects client feedback data.

One leader looked at the **financial sustainability** of each program and the organization as a whole, realized the organization needed to diversify its funding streams, and decided to leverage relationships for corporate funding. The peer-learning circle provided helpful feedback on a corporate sponsorship packet which included a menu of support options. The organization has seen some initial success in corporate sponsorship to help diversify its funding for greater financial sustainability.

Ready to Move Forward?

Each learning circle program will (and should) be different, based on the ecosystem in which you're operating. But Pittsburgh Learning Circles participants found that change is possible, improvement is continuous, and learning from other executives is invaluable.

If you're interested in exploring how to implement an initiative like the Pittsburgh Learning Circles Program in your area, please contact Don Goughler (goughler@forbesfunds.org) at The Forbes Funds for information about the program structure, curriculum, and other topics or Linda Johanek (ljohanek@morino.com) at Leap Ambassadors Community for complimentary materials.

Help Us Help You

We're gathering feedback from nonprofit professionals to make sure our resources deliver on what matters most to you! Please take a minute to share your thoughts on this page by taking our quick survey.

Thank you in advance for your feedback!

Appendices

Mentor/Facilitator Training Outline

A comprehensive training session for the mentors/facilitators increases their ability to effectively guide the participants through the exercise of using the Performance Imperative and Performance Practice.

As part of the preparation for the program, ensure all mentors/facilitators complete at least one module of the Performance Practice with their organization: administer the module, gather data, prioritize issues that have surfaced, and create an improvement plan.

Training Session Goals

- Provide a brief history and purpose of the project
- Provide background on the Performance Imperative and the Performance Practice and ensure that mentors understand and can share their own experiences around the value of the Performance Practice
- Help mentors understand and have the ability to explain to cohorts how to interpret and use the data and create an improvement plan as a result
- Discuss evaluation and communication plans
- Ensure that mentors understand next steps

Training Session Topics

- **Performance Imperative (all info below available in pdf version)**
  - Definition – Ask mentors how they define high performance
  - High performance – Performance Imperative definition and disciplines
  - How and why the Performance Imperative was created
  - What the Performance Imperative is not
- **Performance Practice**
  - Review Principles and Proof Points for selected modules
  - Discuss who uses it and why; give examples; share the Performance in Action stories
  - Discuss the experience of completing the Performance Practice
    - Did anything jump out? Surprise you? Challenge you? What did you learn about your organization? Did it leave you with any specific feelings? What did you think regarding next steps once you saw the results? How did this experience make you think about what people need to get started on the improvement plan?
- **Performance Practice Use With Participants**
  - Review Performance Practice Learning Sessions
  - Discuss the steps in the Performance Practice Checklist for Mentors and Cohort Participants
  - Understand how to interpret and use the data and the importance of facilitating a conversation that encourages candor and feels safe
    - High Ratings - Acknowledge strengths and celebrate them

- Low Ratings - Discuss the lowest ratings; why are they low? Reiterate that everything can't be accomplished at once; decide how to process the data
- Misaligned Ratings – Participant ratings are all over the map (e.g. performance evaluations are annual, bi-annual, not at all, etc.); Can you determine if there is misalignment according to role, supervisor, location, etc.? Is this a communication problem?
- Comments/Rationales - Pay attention to the comments to learn who's concerned about what; identify themes that emerge; pay attention when comments don't align to the rating
- Remove identifying information as much as possible so specific comments aren't attributed to individuals
- Prioritize – there are many ways to get your team to prioritize; use sticky notes with numbers 1, 2, and 3 put on categories on flip chart / white board; give Monopoly dollars to allot for the most important issues; etc.
- Help cohorts to think about an evaluation and communications plan to clearly communicate progress and results to their teams

Resources Provided

- [Leap of Reason](#) (complimentary print copies available from the Leap support team)
- [Resources for Continuous Improvement](#)
- [Performance Imperative](#) (complimentary print copies available from the Leap support team)
- [Small But Mighty: How Small Nonprofits Can Use the Performance Imperative](#)
- [Performance Practice](#) principles and proof points for the selected modules
- [Performance in Action](#) stories
- [Performance Imperative Poster](#) (8x10 print copies available from the Leap support team)
- [Learning Circles](#) handout
- [Performance Practice Learning Sessions](#) handout
- [Tips for Analyzing Your Data](#) video

Orientation Session for Participants and Mentors

An orientation for both participants and mentors/facilitators should provide a comprehensive overview of the initiative and outline the main components, structure, partners, timeline, and expected results.

It's recommended to host a half-day session that covers these topics:

- **Purpose of project** – discuss why a regional approach and why a cohort of leaders. You may find it helpful to include some of the language in **The Pittsburgh Learning Circles Program** story.
- **Project description** – outline the structure of the project including: peer-learning circles, mentors/facilitators, coaches, use of a unifying framework, large group sessions (if you decide to include these), meeting dates, timeline with benchmarks, and expectations for results.
- **Partners** – identify the partners and their specific roles: participants, mentors/facilitators, coaches, funders, and anchor organization. Provide contact information and bios for each participant in a learning circle, mentor/facilitator, and coach.
- **The Performance Imperative and Performance Practice** – review the materials and discuss how it provides a common language for all participants. Ask participants to complete the Performance Practice module at the orientation session and then discuss the experience of completing it, what they learned, and what questions they have. Include specifics about how to:
  - Decide which team members at their own organization should complete the Performance Practice module
  - Evaluate data and categorize common themes
  - Identify and agree on specific areas for improvement as a result of data analysis
  - Create an improvement plan with goals, tasks, and staff responsible for those efforts
  - Be clear on deadlines and timeframe for the plan
  - Be clear on what the final product should look like. Use the language of creating an "improvement plan" as the desired result. Give a few examples of outcomes from using the Performance Practice. Participants need to know that they don't have to work on multiple improvements at one time but should choose something significant that needs change.
  - Share examples of how other organizations (e.g., the mentors' organizations) have used the Performance Practice and demonstrate their results. Ensure that participants know that the resources for all of the modules in the Performance Practice are available for their use at any time (not just the specific modules used in their learning circle).

See the Performance Practice Checklist for Mentors and Cohort Participants to understand suggested steps in the process.

Checklist for Mentors and Cohort Participants

This checklist covers key steps for an organization seeking to use the Performance Practice for learning and improvement. The checklist can be modified to meet different process needs (e.g., CEO, organization).

1. _____ CEO becomes familiar with the Performance Imperative and the Performance Practice

2. _____ CEO completes a module of the Performance Practice and reflects on the results

3. _____ CEO decides which team members will participate and complete the module

4. _____ CEO introduces staff to the Performance Practice and process

5. _____ CEO asks designated participants to complete selected module

6. _____ Designated staff complete the selected module(s) from the Performance Practice

7. _____ Designated staff member compiles data

8. _____ Executive team reviews the data, discusses it, and identifies themes

9. _____ Raw results, themes, and executive team reflections are shared with staff

10. _____ Discussion with staff about the results

11. _____ Team prioritize themes/improvements to work on

12. _____ Representatives named to carry the work forward

13. _____ Improvement plan created

14. _____ Implementation of improvement plan kicks off

15. _____ Periodic check-ins/evaluations of specific improvements occur

16. _____ Periodic feedback, including accomplishments and challenges, shared with staff

Mentor Report

Mentor Name: **Learning Circle:**   **Date:**

1. **Attendance**
   Please attach your updated attendance spreadsheet. How many leaders attended this month? Have you observed any attendance patterns (positive or negative)? If so, what do you believe explains them, and does any action need to be taken?

2. **Timeline**
   Has each organization completed the expected steps in the timeline? Is anyone behind? If so, what solutions did you discuss to get them back on track with the group?

3. **Topics discussed during the session**
   What were the main topics discussed? Have you had to deviate from the broad outlines of the plan? If so, please elaborate on why and how. What did leaders learn?

4. **Challenges or questions**
   What are any challenges within your peer-learning circles? Do you or the nonprofit leaders have unanswered questions about this process? Have you made any observations that suggest a need to modify the broad outlines of the plan?

5. **Other comments**

Monitoring Checklist for the Anchor Organization

This document provides questions leaders of the project can ask to discover glitches—and some glitches are inevitable—while there's still time to course correct. Our experience indicates that sometimes the most obvious is overlooked unless it's made explicit!

Facilitator/Mentor Training

To be effective facilitators, mentors need a good grasp of the work and expectations.

- Has each mentor used the Performance Practice—going through all the same steps that participants will—in their own organization? This personal experience tends to be invaluable.
- Has each mentor attended all training sessions? If not, schedule separate sessions to walk them through all materials.

Facilitator/Mentor Reports

Mentor reports let you monitor progress, identify problems, and find immediate ways to address them. See sample report [here](). Questions to discuss with mentors individually or as a group include:

- **Attendance**: Participants will only benefit from the learning circles if they attend regularly. Based on mentor reports, review attendance, look for variations, and consider what actions may be needed.
- **Schedule**: Just like participants must attend to benefit, they must complete expected steps in their organizations to be able to discuss their experiences with their peers. Determine if have completed steps as scheduled and whether the circle is on track. If not, are the reasons unique to this group? Is the timeline too aggressive, so that the remainder of the schedule must change to get the groups back on track?
- **Other Issues and Concerns**: From narrative comments, mentor reports may reveal other concerns or issues worth discussing as a group or with individual mentors. Do the reports show that mentors experience any common problem? What can be done to address them? Do some mentors have problems that other mentors don't? Can mentors who don't have the problem share ways of preventing or addressing them with those who do?

Coaches

If you offer coaches (or executives-in-residence, as Pittsburgh calls them) in conjunction with the learning circles, make sure participants take advantage of it. Keep track of the amount, type, and frequency of support each organization receives from its assigned coach, whether through monthly reports from the coaches or another means. Ask questions like: Are participants receiving support as expected? If not, why? What action, if any, needs to be taken?

Sample Evaluation Questions for Participants

The Forbes Funds graciously agreed to share generic versions of the three surveys used during its program.

Initial Survey (After Three Months)

1. What is one thing I learned?
2. What is one challenge I have related to this pillar?
3. What is one thing I feel positive about?

Mid-Term Survey (After Six Months)

1. Which learning circle do you participate in?
2. In what ways did the use of the Performance Practice questionnaire help you prepare for the learning circle project?
3. Overall, to what extent did the small group mentoring sessions provide you with the support you needed? (Extremely valuable/Very valuable/Somewhat valuable/Not so valuable/Not at all valuable)
4. What could be improved for future sessions, in regards to the small group pillar mentoring sessions?
5. Rate your overall satisfaction with the large group learning sessions? (Very Satisfied/Satisfied/Neither Satisfied nor Dissatisfied/Dissatisfied/Very Dissatisfied/NA)
6. What actions did you implement in your organization that was a direct result from what you learned in the Performance Practice project?
7. In what areas have you gained a new skill set and/or confidence that you did not have before?
8. What future changes do you believe can be accomplished in your organization as a result of your experience with the Performance Practice mentoring project?

Final Survey (After 10 Months)

1. Rate your satisfaction with the large group sessions (Very Satisfied/Satisfied/Neither Satisfied nor Dissatisfied/Dissatisfied/Very Dissatisfied/NA)
2. What do you consider to be the most important outcome resulting from your participation in the Performance Practice Learning Circle?
3. If we were to offer a similar learning experience to other agencies next year, what, if anything. should we do differently?
4. What additional leadership skills do you wish the learning circle had addressed?
5. Was the 10-month duration of the project: Too Long/About Right /Too Short