

TO LEARN OR UNLEARN...THAT IS THE QUESTION

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OVERVIEW OF UNLEARNING

- No unified theory
- “ Understanding involves both learning new knowledge and discarding obsolete and misleading knowledge” (Hedberg, 1981)
- “...the process of reducing or eliminating preexisting knowledge or habits that would otherwise represent formidable barriers to new learning.” (Newstrom, 1983)
- “Unlearning is simply the process by which firms eliminate old logics and behaviours and make room for new ones.” (Prahalad & Bettis, 1986)
- “Unlearning is a process that shows people they should no longer rely on their current beliefs and methods” (Starbuck, 1996)

Windeknecht & Delahaye, (2004)

OUR INTRODUCTION TO UNLEARNING

- Motivational Interviewing
 - Barriers to Learning Motivational Interviewing: A Survey of Motivational Interviewing Trainers' Perception (2014)
- Harvard Business Review
 - Why the Problem with Learning is Unlearning (2016)

UNLEARNING: METAPHOR *RATHER THAN* THEORY

- Howells & Scholderer, (2016)
- Forget unlearning? How an empirically unwarranted concept from psychology was imported to flourish in management and organizational studies

VIDEO: BACKWARDS BRAIN BICYCLE

- [Backward Brain Bicycle](#)

SMALL GROUP

- What is your backward bicycle personally?
- What is your backward bicycle organizationally?

THEORY TO PRACTICE

- “Health and human serving system leaders are discarding the old ways of doing business in favor of new approaches that are innovative, efficient, effective, and responsive to the needs and demands of a dynamic and rapidly changing society. We are shifting from a reactive and crisis-oriented services delivery model to one that focuses “upstream” and better enables all of us to live to our full potential and to more effectively identify and address root causes when we do encounter roadblocks along the way.” (American Public Health and Human Services Association, November 2016)

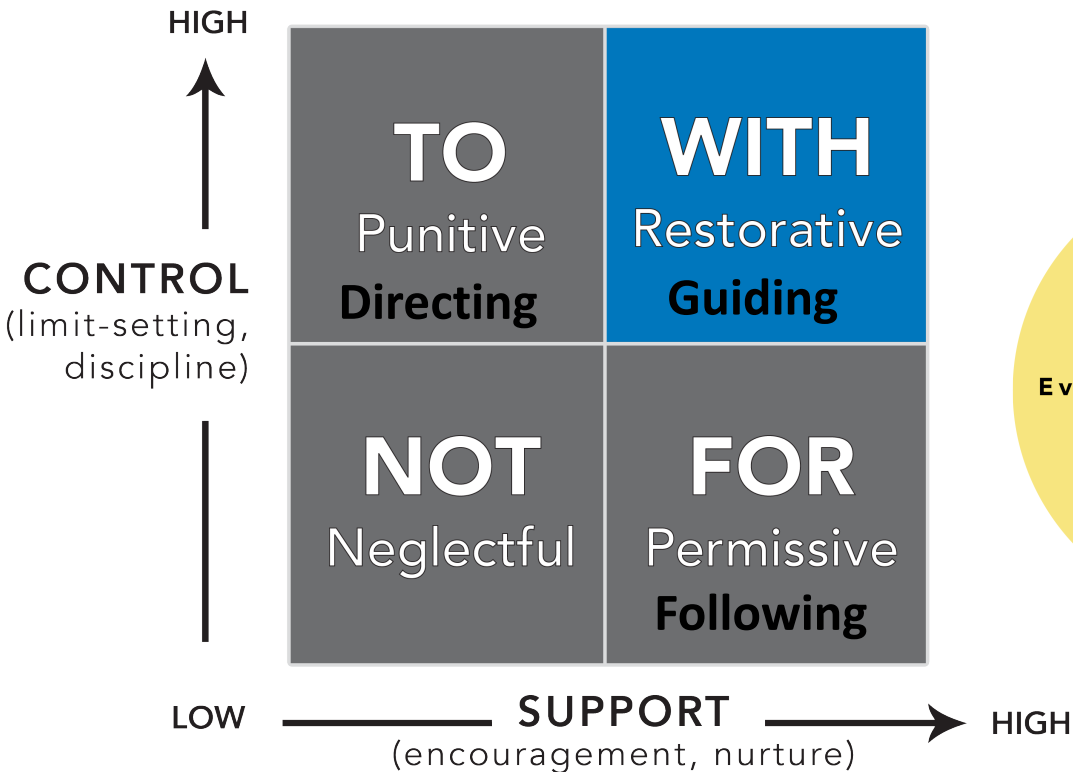
LEARNING ORGANIZATION AND UNLEARNING

- Systems Thinking
 - Personal Mastery
 - **Mental Models**
 - Shared Vision
 - Team Learning
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- Peter Senge (1990)

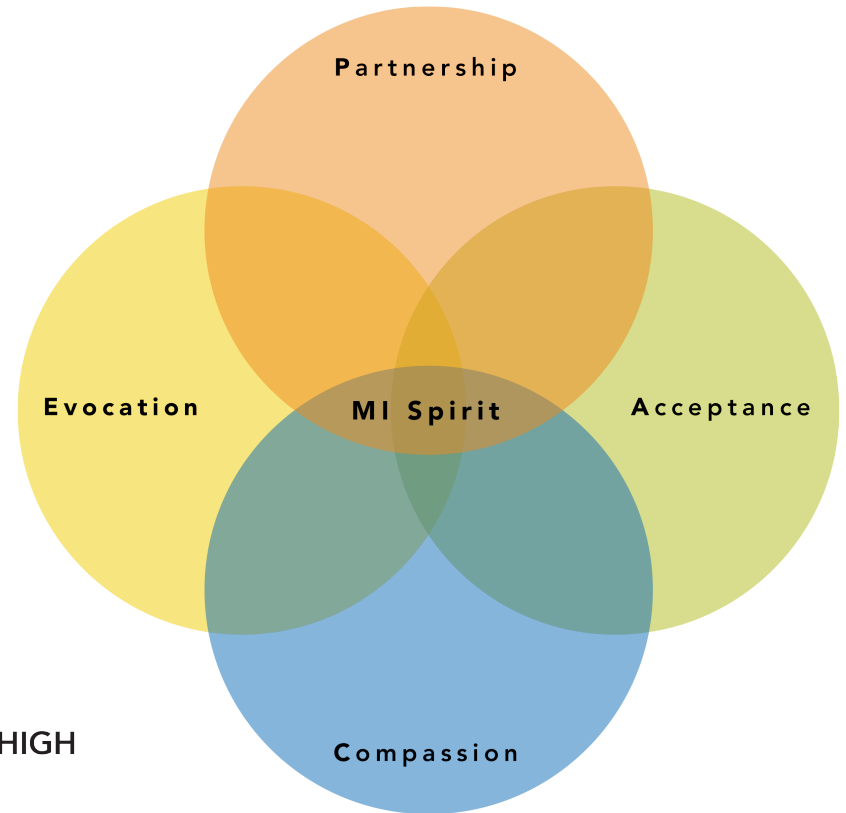
LEARNING ORGANIZATION AND UNLEARNING

- Recognize the old mental model is no longer relevant or effective
 - Find or create new model that can better achieve your goals
 - Ingrain the new mental habits
- (Bonchek, 2016)

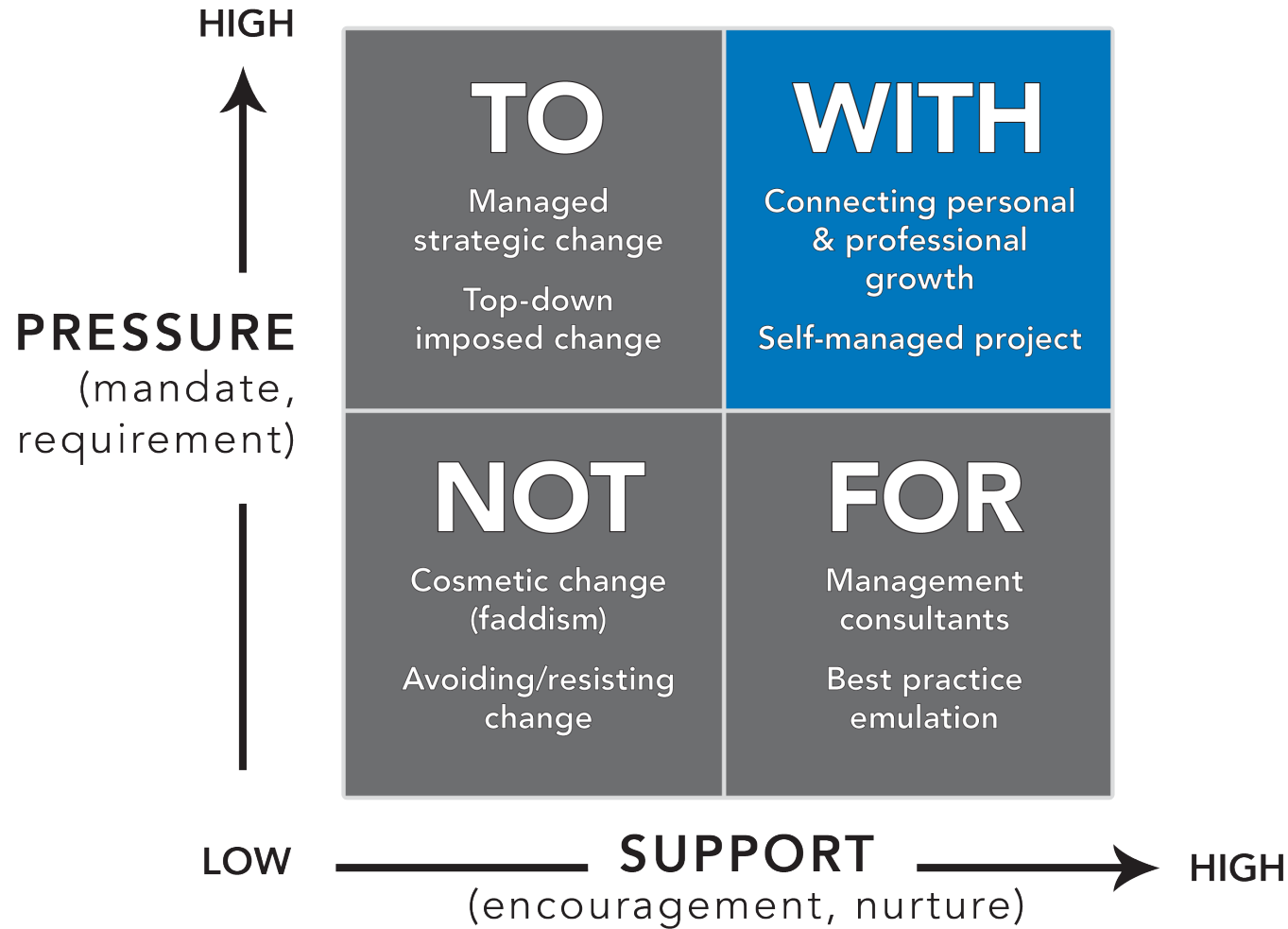
BLENDING OF RESTORATIVE PRACTICES AND MI



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969



IMPLEMENTATION: ORGANIZATIONAL CHANGE WINDOW



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969

TIMELINE

- 2011- Agency wide professional development
- October 2015 – Began developing a 2 day professional development event blended Motivational Interviewing and Restorative Practices.
- February 2016 – Engaged the CSF/Buxmont Staff about MI and implementation
- May 2016 – Teambuilding about MI SPIRIT
- July 2016- 2 day professional development
- September 2016 – Booster Spirit
- October 2016 - 2 day professional development
- October 2016 – Booster Spirit
- February 2017 2 day professional development
- April 2017 – Booster
- June 2017 – Coaches Identified
- 2016-2017 School year- monthly observations
- August 2017 Coaches identified and trained
- August 2017 Booster creating PLG for teams to follow.

COMMUNITY SERVICE FOUNDATION/BUXMONT ACADEMY

- 47 Full time employees and 79 Part time employees
- Non-profit founded in 1977
 - 6 private academic schools (1 elementary, 5 middle/high school)
 - Referrals from school districts and juvenile court
 - 3 foster homes
 - Licensed drug and alcohol outpatient program
 - Restorative reporting centers as an alternative to placement
 - Family Group Decision Making
 - Restorative Conferences
 - Referrals from juvenile court and child welfare

FIRST YEAR OBSERVATIONS

- Initially the focus was strictly observation
- Specifically looking for demonstration of the spirit, alignment with RP, and core skills
- Gave feedback to MI consistent and inconsistent language
- Identified themes
- Varied motivation and skill levels from site to site
- Lack of leadership support
- Multiple initiatives education and counseling
- Counselors wanted tangible prompts (MI Cards)

LESSONS LEARNED

- Leadership, leadership, leadership
- More strategic about coding
- More intentional about learning groups
- Homework
- Be supportive and curious to issues of complacency
- Capitalized on early excitement

SUCSESSES

- 2 day professional development
- Introducing MI to the restorative practices community and visa versa
- Training compliance
- Coding with immediate feedback and reflection
- Hearing: “Glad you are here, I have some questions”
- Incorporating MI goals in employee evaluations
- Curiosity from staff
- Presenting at the International Conference on Motivational Interviewing conference
- Coaching

LOOKING FORWARD

- Introducing MI to teachers July and August
- Coaches training August
- Coding RP and MI
- Leadership and supervision training
- Exploring MI and group dynamics
- Include our students in building skill sets
- Applying all we learned from ICMI

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