



Peer-Learning Community Framework

ABOUT ELECTRICITY HUMAN RESOURCES CANADA

EHRC is Canada's leading provider of trusted HR research intelligence for our national sector. Our primary role is to strengthen the ability of the Canadian electricity and renewable energy industry to meet current and future workforce needs. EHRC develops the resources that inspire our next generation, and is the steward of forward-thinking initiatives that drive positive change as together we build Canada's low carbon economy. Our vision is to build a world-class electricity workforce. We will achieve this by growing our Canadian electricity labour force to be safety-focused, innovative and inclusive.

Our mandate is to:

- Deliver critical business intelligence to inform labour market decision-making
- Forge partnerships that enable the industry to adapt, upskill and innovate
- Lead the industry in creating and sustaining a skilled and inclusive workforce
- Inspire our future workforce to build a low carbon economy

Ce rapport est également disponible en français sous le titre: Cadre sur la communauté d'apprentissage professionnelle. This report is also available in French.

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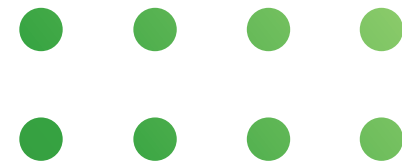
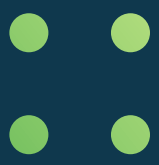


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Introduction



HOW IS THIS DOCUMENT ORGANIZED?

This document outlines the questions based on which a PLC can be practically set up. Each section starts with a question, an explanatory paragraph, some things to consider, and (if applicable) a tool.

Operational definitions of terms used:

Central Repository — An interactive web-based platform that participants and members are invited to access and contribute to. The repository can include a discussion board or forum based on specific topics.

Peer-Learning Community (PLC) — Refers to an in-person or virtual gathering of a group of individuals with shared interest in exploring a topic.

Community of Interest (CoI) — A sub-group of individuals with a specific focus area of interest.

Members — Those members who may not be actively participating in the sessions but can be given access to any knowledge dissemination tools resulting from the PLC (e.g., case studies, webinars, newsletters, blogs, etc.).

Participants — Those individuals that are invited to participate in a series of in person or virtual spaces.



WHAT IS A PEER-LEARNING COMMUNITY (PLC)?

Etienne Wenger, educational theorist and first proponent of Communities of Practice (CoP), defines a CoP as a group of people who “share a concern or a passion for something they do and learn how to do it better as they interact regularly”.

Drawing from the elements of a CoP, EHRC has developed the Peer-Learning Community (PLC) to generate new knowledge by bringing diverse perspectives and experiences together in a safe and collaborative environment.

According to Wenger’s foundational framework for CoPs, a CoP must consist of 3 key elements:

1. Domain:

Members are brought together by a learning need they share

2. Community:

Their collective learning becomes a bond over time

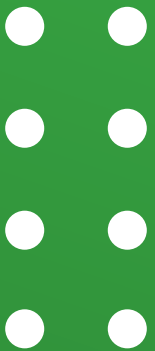
3. Practice:

Their interactions produce resources that affect their practice (whether they engage in actual practice together or separately)



How is a PLC different from training?

- **Training is nonreciprocal** — PLCs by definition involve the professional motivation of each member to both contribute and also gain insights from other members.
- **Diversity of experiences** — Training from a single source may not apply equally across situations and organizations. PLCs offer a breadth of knowledge for members to draw on and tailor for their specific needs.
- **PLC is an ongoing resource and a process of action learning** — Training is often “one and done”. The certification box is checked and the trainee is expected to transfer their learnings with little additional guidance. PLC on the other hand can be used as an action learning process, where participants not only share knowledge and insights but also adapt and apply these insights in their own organizations. They then share their insights/learning based on the application of knowledge in subsequent sessions thus, in this iterative process, build on each other’s learnings and generate new knowledge.





Are there different types of PLC and ways to implement a PLC?

→ There are various forms in which a PLC can be set up:

- A few sessions held quarterly over a long period of time (usually a year) where insights are shared by panelists or experts, and then discussed by participants in smaller groups
- A regular meeting with participants who have similar areas of expertise and come together with the goal of exchanging insights, sharing challenges and learning from one another
- A central repository for participants and members to participate in forums or share practical experiences, resources, and insights on a central hub in real time

→ There are different factors affecting how a PLC may be implemented, some of which are listed below:

- In-person vs. virtual
- Nature of sessions – Circles with clear learning objectives, duration and focus on short term or long-term topic areas impacting the sector

- Budget and allocated resources can impact the size and the sPLCe of participants
 - » SPLCe can refer to topic, the size of the organizations represented, and the role of the participants in their respective organizations

→ A PLC can include the following forums for exchanging ideas amongst participants and members:

- **Community Roundtable:** loosely focused, regularly-scheduled forums to check-in and discuss important issues ([see template](#))
- **E-Debates:** More focused discussions around specific controversial issues within the field ([see template](#))
- **Peer Assist:** More focused discussions where one or more members can reach out for insights on a particular issue they are facing ([see template](#))
- **Asynchronous Communication:** can take the form of discussion forums, mailing lists, MS Teams channels



Considerations for PLCs:



→ Organizers need to:

- Set clear focus and objectives for the PLC
- Engage the participants in a meaningful way — Learning objectives need to be adapted to fit the needs of the participants
- Select participants who can contribute to the topic at hand based on practical experience
- Select facilitators that can harmonize diverse viewpoints around a complex area of exploration, synthesizing insights and ask probing questions to help articulate insights that participants can build on. Previous facilitation experience is an asset

→ Participants need to:

- Feel the environment is safe in order to participate freely or “buy in”
- Quickly see the value of contributing to the PLC over time. Have ease of access to insights generated (i.e., reliability of internet coverage). This may require information to be available in a variety of forms (i.e., resources available for offline download, asynchronous communication)

What are some successful examples of PLCs?

→ Virtual:

- [Toronto Stroke Network \(VPLC\)¹](#)
- [Alberta Health Services \(see study\)²](#)
 - » A study of the efficacy of PLCs across Alberta Health Services using a sample of 28 PLCs, primarily virtual but some in-person

Thank you for your interest in joining the Toronto Stroke Networks' Virtual Community of Practice!

The Toronto Stroke Networks' Virtual Community of Practice (VCoP) is a web-based platform for healthcare providers and stroke care stakeholders to share resources and insights with each other to promote best practices. This document provides a brief overview for you to get on the VCoP and provide you with helpful tips on how to make the most of your experience.

STEP 1: Apply to become a VCoP Member:

The VCoP is a members-only site, specifically for use by healthcare providers, researchers, and community stakeholders. The VCoP is open to individuals living with stroke, family members, or the general public. To ensure privacy and confidentiality for our members, we individually review all applications before allowing members to join.

After you receive the VCoP Weekly Email Update to get an email digest with new events, be sure to visit your inbox on Friday mornings!

Clear Email:

In order to match your specific training needs and professional interests, Part of QIP's: Think of the groups as smaller communities within the broader VCoP site.

Discussion boards to exchange information and resources with other members who share the same interests.

Be in support coordination for stroke quality improvement initiatives or other projects. (to view all group projects for the group administrator)

Be on the discussion board. From here, you can discuss the topic groups of QIPs. Write up all of the public groups. There are a number of stroke discussion boards. Contact us at: info@torontostroke.ca if you are unable to log in to the VCoP. Any feedback will show up in your news feed. A lot of your groups is also provided on your home. If you are unable to receive email notifications from groups you are interested in, you can participate in:

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HR or require assistance in filling out this registration form, please contact the Kingston Family Care: info@torontostroke.ca for support.

Additional information: It is recommended and expected if appropriate as a member of QIP with one email if additional clarification is needed. Applications are typically reviewed within 24 hours.

Receive the VCoP Weekly Email Update to get an email digest with new events, be sure to visit your inbox on Friday mornings!

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- [American Council on Education \(DEI\)³](#)

→ In person:

- [TRIEC \(Toronto Region Immigrant Employment Council\)](#)
- [Webinar: Setting up a Peer-Learning Community to drive inclusion in your workplace](#)
- [Newsletter: How a Peer-Learning Community could help you drive inclusion in your workplace](#)
- [IAP2 Canada \(North American Energy Sector PLC\)](#)

- [Member agreement](#)
- [Infographic](#)

Communities of practice in Alberta Health Services: advancing a learning organisation

Anna M. Linn, Rebecca Heston, QIP, Sandra Byer, Jada K. Hebra, Jada K. Hebra, Rebecca L. Linn, et al.

Abstract:

Background: In 2003 Alberta Health Services (AHS) became Canada's first and largest fully integrated health system, reducing the fragmentation of care regional health authorities and three provincial services. With AHS, membership of practice CoPs increased from 100 to 1,000 and the number of CoPs grew from 10 to 100. This study explored the role of CoPs in advancing a learning organisation. The study explored the role of CoPs in advancing a learning organisation. The study explored the role of CoPs in advancing a learning organisation. The study explored the role of CoPs in advancing a learning organisation.

Conclusion: CoPs create the better world of knowledge embedded in people, local conditions and social connections. CoPs have positive impacts on organisations and service users, and are key to the learning organisation. CoPs are a key to the learning organisation. CoPs are a key to the learning organisation. CoPs are a key to the learning organisation.

Keywords: Alberta Health Services, Communities of practice, Delivery of Healthcare, Health Equity, Health Care, Health Organisation, Knowledge Management, Knowledge Sharing, Organizational Change, System Integration

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ACE ENGAGE
BY THE AMERICAN COUNCIL ON EDUCATION

Five Questions to Ask About DEI and Campus Operations During the COVID-19 Pandemic

Communities of Practice: Diversity, Equity, and Inclusion

A conversation with Jennifer Abe, Jada K. Hebra, Sandra Mayo, Stephanie McNulty, and John O'Brien

Connect Learn Lead
www.ace.net.edu/engage

07:00

3



How is facilitation of PLC different from other approaches to learning and generating knowledge (e.g., dialogue sessions, focus groups, workshops, etc.)?

→ Facilitators of PLC:

- Build trust amongst the participants by encouraging informal and open communication and interactions amongst participants to build trust and a safe environment.
- Focus on collaboration and knowledge sharing.
- Encourage peer to peer exchange of ideas & learning.
- Foster long term engagement by ensuring that the needs of the individual participants & the group is addressed.
- Create a sense of community amongst the participants & fosters continuity of participation and commitment to build sustained engagement & meaningful long-term participation.



Helpful Tools:

- Additional links and resources on PLCs can be found in [Appendix G](#).





“WHY PLC”?

EHRC believes that future skill gaps and workforce needs can be addressed in real-time through peer-to-peer support. In this sector, there are big challenges to solve and these challenges do not always have tried, tested, and true solutions. The Peer-Learning Community will allow members to connect with peers on these topics on a safe space and dedicated platform. The ultimate aim of the PLC is to generate new knowledge by bringing diverse perspectives and experiences together in a safe and collaborative environment.

Who should join the EHRC PLC?

- HR practitioners and professionals who have responsibility for influencing people, DEI, and culture in organizations within the electricity sector in Canada.



What are some areas/topics of exploration?

→ Future of work

- Talent acquisition: difficulty due to changes in the workplace
- The new set of skills needed for the adoptions of Renewable Energy
- Challenges in recruitment and onboarding due to emerging market factors, post-COVID
- Promotion of the industry to the targeted groups from a young age
- Recruitment and retention of apprenticeships
- How climate change and climate inaction will transform the sector

→ Equity, diversity, and inclusion

- Connecting with existing organizations specializing in training women (or other underrepresented groups) in trades
- “Old school” mindset in the trades
- Retention of underrepresented groups, particularly as it relates to the influx of immigration to Alberta due to housing affordability
- Implementing gender inclusivity into organizations

→ Change Management in HR

- Who owns it?
- Training: as a leader, what do you do when you manage chaos?
- What are others doing?

→ Opioid crisis in skilled trades

How could an effective PLC evolve?

→ PLC can be scaled up to a national online resource and forum

→ Knowledge/insights generated through PLC can be used:

- To advocate for new policies, practices in the sector
- To identify challenges and upcoming areas of focus and learning for the sector
- To identify and share practices amongst members in general

Forming a PLC



INITIATING A PLC

Who should be invited to participate in a PLC?

The participants of PLC need to be carefully selected and grouped together based on their areas of interests, practical experience in their organization, the specific role they play in their organization as it pertains to the area of focus. These individuals should be at a **mid-high level in the organization** – they need to be aware of the strategic initiatives in their organization but also well-connected to how their organization operationalizes these strategies.



There are several important considerations to ensure that the PLC is effective:

- **Expertise and experience** — Participants need to have practical and relevant experience in the topic areas being discussed. PLC organizers will benefit from distributing a registration form which includes preliminary screening questions, so that they can learn more about the background of potential members (see Appendix C: Registration Form).
- **Time commitment** — Participants need to agree to participate in all the sessions consistently.
- **Diversity** — Diverse views, experiences in various settings can be useful in generating innovative collective insights on the topics discussed.
- **Positive attitude and collaborative approach** — Participants cannot be guarded in sharing their experiences and viewpoints. They need to positively contribute to the PLC and help in achieving its learning goals and objectives.



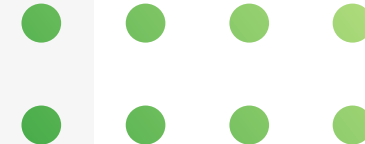
Helpful Tools:

- See Sample: Code of Conduct (Appendix A)
- See Sample: Invitation (Appendix B)
- See Sample: Registration Form (Appendix C)



What should be included in the invitation?

Once an area of focus/exploration is identified, the invitation can be distributed to a larger group of members. Members can be invited to register for upcoming PLCs. In this way those who register to participate have taken time to consider their areas of interest and commitment to the process.



Considerations:

→ The invitation needs to include:

- Clear outline of the logistics of the sessions (i.e., the number of sessions, time commitment required on the part of the participants, nature of participation in the sessions etc.)
 - » Refer to [Section III \(B\): Logistics](#)
- Clear learning objectives identified for the specific PLC you are trying to initiate (i.e., what areas do you want to explore? What issues do you want to address to generate insights?)
- Clear benefits to the participants, clear expectations of participants
 - » Consistent participation will follow if members see the PLC's value for them. It is important to stress in the invitation and throughout that this PLC is meant to be a space where they can benefit from others' insights and contribute their own to the overall learning objectives set by the group and that is not meant to be considered as additional "work"

Operating Guidelines



FACILITATING A PLC

Who can facilitate a PLC?

Effective facilitators have a clear understanding of the goals and expectations for each session or interaction, and their own role in shaping the group's overall success and effectiveness. Facilitators should be individuals who can encourage focused and productive discussions, promote participation from all members, and uphold the standards of conduct in such a way that promotes trust and safety. Facilitators also need to give thought to methods in which a sense of community and relationship building can be fostered and strengthened.



Considerations:

- Have resources available for facilitators to refer to when designing a PLC. These resources can include:
 - Standardized templates for regular meetings (e.g., agendas, meeting minutes)
 - Note takers who can facilitate collection, synthesis and summarization of insights shared and generated at each session
- Deeper understanding of how sharing the summary of learning at the end of each session can encourage participants to apply & act on their insights. Insights that can be incorporated into further actions, and reflected on in subsequent sessions thus advancing a cycle of action learning with a strong component of reflection on action. This can generate new insights at each session that can be built upon further by all participants.
- Membership and leadership are voluntary, and so it is necessary to divide responsibilities among members to reduce the workload of any one individual.
- What resources from EHRC can facilitators draw on?
- What will the nature of the relationship between the PLC and key leaders within the organization be?



Before Each Session

A well-prepared facilitator takes the time to envision what an effective session would look like and sets clear expectations for both themselves and the participants before the session takes place. It is critical to have an agenda which includes areas of past learning, summary of insights from past sessions which can then be drawn upon to stimulate and focus the discussion.

Before

Considerations:

- The number of participants — A session of 4 vs. 15 participants can require different strategies for optimal participation and sharing of ideas.
- Use of the space and time in such a way to foster relationship building — Have allocated time for relationship building (i.e., breaks, sharing of meals, meaningful introductions/ice breakers).
- Set clear learning goals and objectives for each session based on the findings from past sessions.



Helpful Tools:

- See Sample: [Agenda Template \(Appendix D\)](#)



During Each Session

A facilitator's role and responsibility during the session is to find a balance between allowing fruitful discussion to occur in a way that promotes group harmony while keeping the group on topic. A facilitator needs to delegate note taking responsibility to another member bearing in mind the capability and skill of capturing key insights shared and summarizing the results of the discussion.

During

Considerations:

- Listen for insights — Capture participant actions and reflection on action.
- Avoid “show & tell” — Ask questions that help participants share practical steps they took as a result of insights or “aha” moments they had in previous sessions or at the session.
- Get to know the participants' areas of expertise and knowledge so that you can draw on them to ensure universal participation, while recognizing that participation can take many forms (i.e., participants can share during breaks, use the online platform etc.). Refer back to the information gathered from participants in the registration form to get an idea of who your members are, what they're interested in and where their experience lies.



Reflecting After Each Session/Planning the Following Session

It is helpful for the facilitator, organizers, and notetaker to reflect on the session at the end of each session. In this way, main highlights of the session can be identified, and any issues addressed in a timely manner. The summary of the insights can then be shared with participants. Participants can be encouraged to take action on insights in between sessions and share their experiences, and learning in future sessions. In this way new skills are developed in participants over time.

After

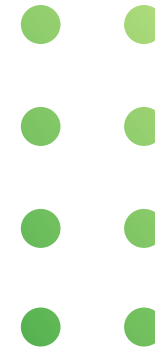
Considerations:

- Summarize insights/learnings to be shared with participants in writing after each session in such a way to maintain continuity.
- Not losing sight of the fact that this is a continuous process of action learning therefore watch for themes that emerge and would require further exploration at future sessions or at times future PLCs.



Helpful Tools:

- A list of further “dos and don’ts” for facilitation can be found in [Appendix E](#).



LOGISTICS

Some of the things to consider when thinking through the practical logistics of PLC sessions is a strong vision of why the PLC is taking place, what it is trying to address, and how the participants' contribution adds value to the overall learning of the sector. In this way, the number of sessions, its structure, and who should participate all aim at making the PLC reach its learning objectives.



Considerations:

All of the suggestions below may be adjusted to fit the group's needs:

- **Timing:** Meetings should ideally be held every 6 weeks. Monthly meetings may be too frequent for the participants.
- **Commitment:** Anywhere between 6-12 months. A suggestion would be for a commitment of a 12-month period, but with a break for extended holiday seasons (June-August). With sessions every 6 weeks, this would equate to around 7 or 8 sessions per yearly commitment.
- **Duration of Sessions:** 1.5 hours would be ideal. The group needs time to allow for fruitful discussion, but 2+ hours can be a lot to ask of people's time and attention.
- **Number of Participants:** 12-15 is an ideal group to manage to allow a good diversity of participants but without having to compete for discussion space.
- **Nature of Participation:** A PLC will only be as good as it can receive consistent participation. Participants will need to make prior commitment to the process and do their utmost to attend all sessions.
- **Method of Delivery:** In-person, virtual, hybrid. Each has its own advantages and disadvantages depending on the appetite and needs of the group.

Evaluation & Knowledge Sharing

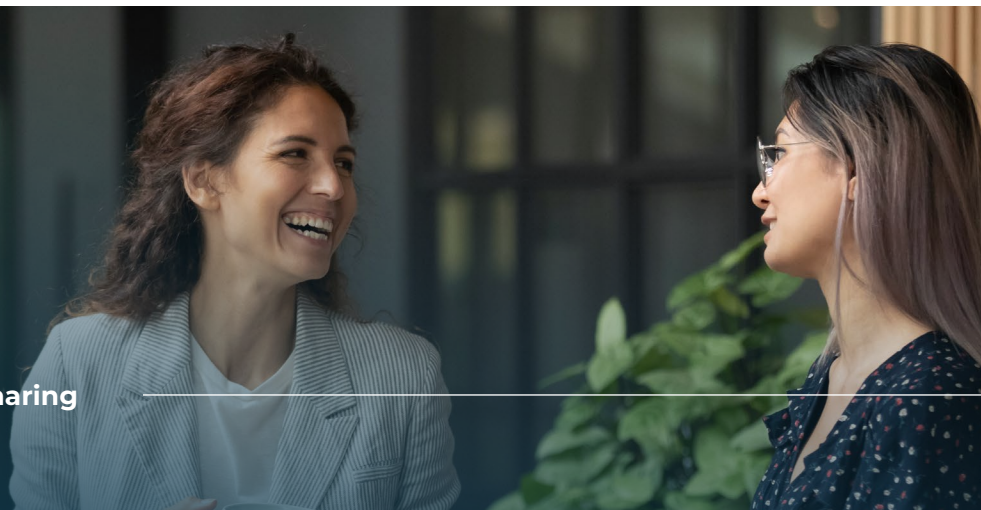
MEASURING IMPACT OF PLC

Measuring the impact of a PLC is a challenging but important step in organizing an effective PLC. It can be challenging since the impact of PLC may take time to materialize and is not easily quantifiable. Articulating a clear understanding of the desired outcome would help the measurement and evaluation process.



Helpful Tools:

- A sample of a per session and overall feedback/evaluation form can be found in [Appendix F](#).





Considerations:

- **Clearly identify the objectives of PLC** — Clear objectives and goals can help determine what the desired outcome is and what would be some incremental measure of reaching this goal over a period of time.
- **Define simple metrics** — Consider using both quantitative and qualitative metrics.
 - Quantitative metrics can include the number of members engaged, number of sessions attended, frequency of interactions, number of ideas generated, number of projects initiated
 - Qualitative metrics can include participants sharing their “aha” moments, participants taking ideas from group discussions and building on them within their organizations, and participants sharing change in their own or their organization’s approach to solving/addressing the problem/issue being addressed
- **Collect and analyze data** — Consider a mechanism for collecting the identified metrics and analyzing them over time.
- **Continuously monitor and evaluate** — What you are looking for is slow and steady improvements over time. Since PLC is not an event but a process of learning it is important to review metrics and add to it over a period of time. As the objectives and goals of PLC become more clear, new metrics can be introduced or basic metrics tweaked to help the impact of PLC over time.
- **Evaluation frequency & activities** — Generally the evaluation activities need to be embedded in the implementation process of a PLC. This means that the quantitative measures can be collected during the process but also there is a need to collect data after each session/interaction and embed qualitative data (i.e., feedback in the reflection spaces at the beginning of each session/interaction).
 - In practice this means that some of the qualitative questions can become part of the opening of subsequent sessions (e.g., what did you learn from our previous discussion? What component (if any) did you incorporate in any of your projects/processes or thinking?)



KNOWLEDGE SHARING

Knowledge Management Approach

The knowledge generated in a PLC needs to be collected, analyzed, summarized and shared in an accessible and useful way with both the immediate participants of the PLC as well as others in the sector.

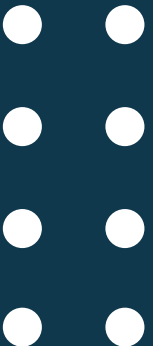
- After each session/interaction, identify key knowledge & insights generated by the PLC
- Summarize and validate key insights with participants
- Categorize by themes/areas of exploration within each broad subject/ topic area
- Identify knowledge sharing & dissemination practices:
 - Create a central repository for sharing the knowledge
 - Ensure that participants are familiar with the way in which insights are collected, shared and validated
 - Assist participants to contribute knowledge & insights either in the central repository or at each session/interaction
- Regularly update the central repository so that there are relevant insights for participants to contribute to and to access
- Promote the use of the central repository by regularly communicating to the participants & members at large
- By continuously sharing the knowledge and insights generated the EHRC can foster a culture of continuous learning within the sector



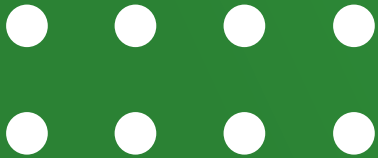
Considerations:

→ There are other ways that at the end of each PLC that knowledge can be shared and disseminated:

- **Case studies**
- **Webinars**
- **Periodic workshops**
- **Peer coaching**
- **Newsletters**
- **Communities of Interests (Cols)** — Communities of interests are sub-groups or smaller groups within the PLC that focus on a specific aspect of the topic.



Conclusion



This document outlines the steps needed to be taken to initiate a PLC. It includes what is a PLC and how it needs to be approached from all aspects including logistics, selection of participants, invitation process, facilitation, possible areas of focus (topics), as well as measuring and tracking effectiveness and progress overtime.

This guideline can be updated based on the experience gained after each PLC has been rolled out.



Appendices



Sample: Code of Conduct



The Electricity Human Resources Canada Peer-Learning Community (EHRC PLC or ‘Community’) is committed to maintaining a safe, helpful, and friendly Community for everyone, regardless of experience, gender identity and expression, sexual orientation, disability, personal appearance, body size, race, ethnicity, age, religion, nationality or other defining characteristics.

By participating in EHRC PLC activities, events, and/or discussions or comments, online or in person, you agree that you have familiarized yourself with the EHRC PLC Code of Conduct and will conduct yourself in accordance with its terms.





1. GUIDELINES

A Expected Behaviour

- I will comply with Canadian federal and provincial regulations; respect all copyright laws, and reference or cite sources appropriately.
- I will do my utmost to make sure that information I share is factually correct or well represents the most scientifically supported knowledge or practice.
- I will do my due diligence to check the validity of my sources before I refer or link to them.
- I will use clear language to describe complex terminology and avoid acronyms or obscure expressions without a definition or an explanation.
- I will help to create an environment of trust and participate in non-threatening discussions of ideas and experiences.
- I will respectfully engage with others I disagree with but will refrain from personal attacks — I will focus on ideas.
- I will focus on topics and discussions pertinent to the EHRC PLC scope.
- I will post only constructive and respectful comments — no spam, no trolling.
- I will search for opportunities for consensus or compromise and for creative solutions.
- I will contribute to an atmosphere of collaborative problem solving.



B Unacceptable Behaviour

The following behaviours are **unacceptable** to our Community:

- I will not post or threaten to post other people's personal information.
- I will not post any trademarked or copyrighted material without the owner's written permission.
- I will not post advertisements or commercial messages about products or manufacturers, discussions about pricing or market allocation, or comments that disparage vendors, manufacturers, or suppliers.
- I will not engage in violence, threats of violence, or violent language directed against another person.
- I will not make sexist, racist, homophobic, transphobic, ableist or otherwise discriminatory jokes, or use such language.
- I will not express personal insults, particularly those related to gender, sexual orientation, race, religion, or disability.
- I will not make or post inappropriate photography or recordings.
- I will not inflict unwelcome sexual attention on others; this includes sexualized comments or jokes and unwelcome sexual advances.
- I will not intimidate, stalk, or follow (online or in person) others.
- I will not repeatedly or sustainedly disrupt Community events, including talks and presentations.
- I will not advocate for, or encourage, any of the above behaviour.



2. GOVERNING POLICIES

- Behaviour by PLC members and/or participants not in accordance with the EHRC PLC Code of Conduct, will not be tolerated.
- EHRC PLC has the right to delete any posts or materials that are not in accordance with the Code of Conduct.
- EHRC PLC reserves the right to revoke EHRC PLC Online membership of any member who does not abide by the Code of Conduct.
- Other than the case of extreme incidents where no warning will be given, members will receive one warning before having their community membership revoked.
- In the case of posting off-topic or double-posting, a moderator has the right to inform the member who made the post and remove their post or move it to the appropriate discussion thread.
- EHRC PLC reserves the right to disallow participation in Community events or activities if the would-be participant repeatedly disrupts the Community events and/or activities and/or whose behaviour repeatedly breaches the EHRC PLC Code of Conduct.

3. SCOPE



EHRC PLC Administration Team expects **everyone** participating in Community events, discussions, or activities, occurring online and/or in-person, as well as all one-on-one communications pertaining to Community business, to **abide by this Code of Conduct.**





4. REPORTING GUIDELINES

If you are the subject of, or witness to any violations of this Code of Conduct please email us at:

info@ehrc.ca

5. ADDRESSING GRIEVANCES

If you feel you have been falsely or unfairly accused of violating this Code of Conduct, notify info@ehrc.ca with a concise description of your grievance. Your grievance will be handled in accordance with our existing governing policies.

6. CONTACT INFORMATION

Should you have any other questions or concerns, please contact:

info@ehrc.ca



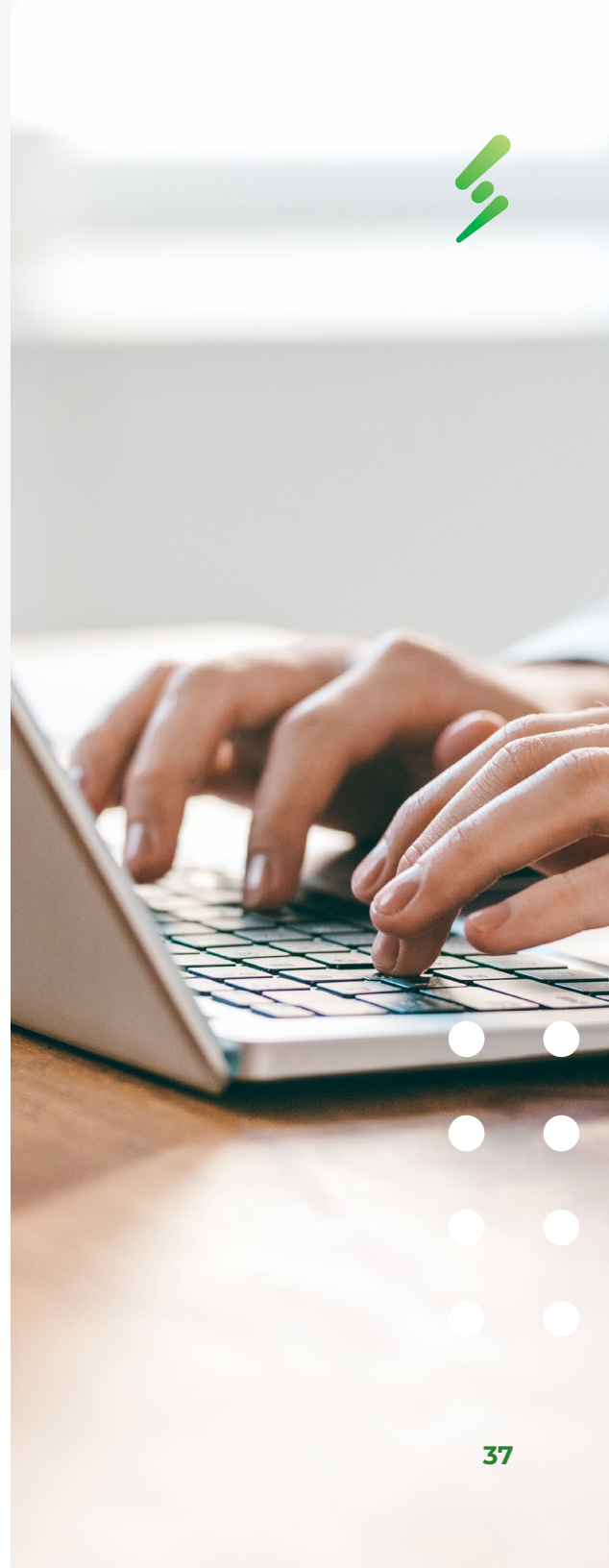
7. DISCLAIMER

The comments and opinions expressed on the Electricity Human Resources Canada Peer Learning Community hosted on Microsoft Teams ***do not reflect the opinions of EHRC***, unless explicitly indicated otherwise.

EHRC assumes no responsibility for errors or omissions in any information provided by the Microsoft Teams platform, nor does it warrant the accuracy or completeness of information.

The EHRC PLC Code of Conduct was adapted from the following:

- Community Expectations – Coast and Ocean Risk Communication Peer-Learning Community
- Communities for Public Health Code of Conduct from the Center for Disease Control, Communities of Practice Toolkit
- The Canadian Association of Medical Radiation Technologists Peer-Learning Community Code of Conduct



BB.



Sample: Invitation

Hello,

You are cordially invited to join Electricity Human Resources Canada (EHRC)'s Peer-Learning Community.

Background

EHRC is hosting a [length of commitment] Peer-Learning Community where HR professionals within the electricity sector across Alberta will collaborate in an online environment. This community will grant members access to a wealth of resources collected by a growing connection of peers and offer a variety of opportunities for debate, discussion, and collaboration with members on important issues.

In this sector, there are big challenges to solve and these challenges do not always have tried, tested, and true solutions. This Peer-Learning Community will allow members to connect with peers on these topics in a safe space and dedicated platform. Topics of discussion could include:

→ Future of work

- Talent acquisition: difficulties and opportunities in a changing labour market
- Navigating recruitment and onboarding post-COVID 19.
- The new sets of skills needed for renewable energy, grid transformation, etc.

→ Equity, diversity, and inclusion (EDI)

- Retention of underrepresented groups
- Tackling the “old school mindset”: implementing gender inclusivity/ anti harassment into organizations

→ Who owns Change Management?

→ The Opioid Crisis in skilled trades





This Community of Practice aims to give members the opportunity to access real-time feedback from their peers on these topics in a variety of forms, including:

- **Scheduled Events**, such as virtual community roundtables (loosely focused, regularly scheduled forums to check-in and discuss important issues) and **E-Debates** (more focused discussions around specific controversial issues within our field).
- **Asynchronous Communication**, such as discussion forums, mailing lists and MS Teams channels.
- **Peer Assists**, where one or more members can reach out for insights on a particular issue they are facing.
- **A Central Repository**, for members to access and pool together publicly available resources, handbooks, articles, and other relevant resources.



Who should register?

You should register if you are an interested HR practitioner/professional who has responsibility for implementing people, DEI, and culture in organizations within the electricity sector.

As a participant you would be committing to:

- Participating in a collaborative process of learning by attending the X number of synchronous sessions planned, whether in person or online.
- Sharing your practical experiences, adapting and applying new strategies, and building meaningful relationships with other participants
- Contributing to discussions and the development of content in the central repository platform
- Sharing learning insights gained after applying any new resources and strategies in your workplace and reflecting on their effectiveness
- Responding to feedback forms and sharing experiences about your experiences with these resources

Thank you for your time,

First name Last name

Job Title

Electricity Human

Resources Canada



Sample: Registration Form



PLC REGISTRATION FORM

Name:	Job Title:
Organization:	Size of organization (approx.):
Please provide a brief description of your main areas of responsibilities:	What is your motivation to attend this PLC?

The PLC is most effective if you can attend all scheduled sessions. Are you able to commit to meeting on the following dates?

Session 1: date/time	<input type="checkbox"/> Yes <input type="checkbox"/> No	Session 5: date/time	<input type="checkbox"/> Yes <input type="checkbox"/> No
Session 2: date/time	<input type="checkbox"/> Yes <input type="checkbox"/> No	Session 6: date/time	<input type="checkbox"/> Yes <input type="checkbox"/> No
Session 3: date/time	<input type="checkbox"/> Yes <input type="checkbox"/> No	Session 7: date/time	<input type="checkbox"/> Yes <input type="checkbox"/> No
Session 4: date/time	<input type="checkbox"/> Yes <input type="checkbox"/> No	Session 8: date/time	<input type="checkbox"/> Yes <input type="checkbox"/> No



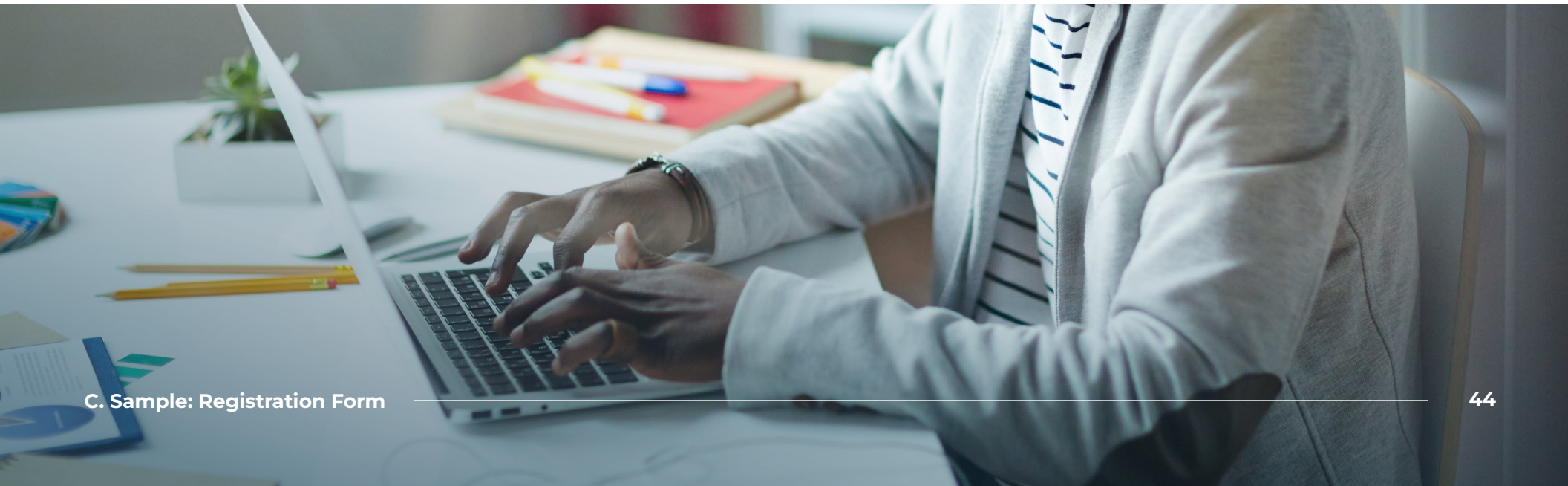
PLC REGISTRATION FORM Continued

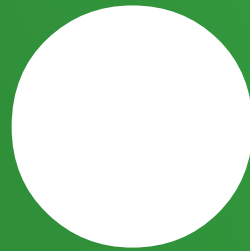
Potential topics for the PLC are listed below. Please check which topics you would be most interested in/looking forward to discussing (topics listed as examples and can be expanded):

Post-COVID workplaces: <input type="checkbox"/>	Attracting diversity: <input type="checkbox"/>	Retaining apprentices: <input type="checkbox"/>
Grid transformation and climate change: <input type="checkbox"/>	Change Management: <input type="checkbox"/>	Opioids in the trades: <input type="checkbox"/>

Which topics do you feel you can participate in/contribute to based on your/your organization's experience?

Post-COVID workplaces: <input type="checkbox"/>	Attracting diversity: <input type="checkbox"/>	Retaining apprentices: <input type="checkbox"/>
Grid transformation and climate change: <input type="checkbox"/>	Change Management: <input type="checkbox"/>	Opioids in the trades: <input type="checkbox"/>





Sample: Agenda Template



MEETING TITLE / PURPOSE

Learning Objective:

LOGISTICS

Date:

Time:

Location:

Conference Details:

Agenda Topics	Time	Lead
Review and validation of summary of insights from past session	15 mins	
Reflection on the application of any new insights from past sessions	15 mins	
Building on past insights - (Topic to focus our conversation on)	30-40 mins	
Emerging themes/focus areas to consider for future session	30-40 mins	
Agree on next time/date/location for meeting	5 min	



Tool: Dos and Don'ts for Facilitators



BEFORE EACH SESSION:

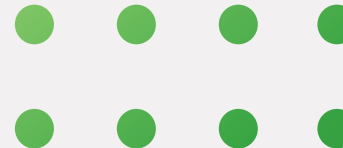
- **Circulate the agenda well enough in advance** to give members optimal time to gather their thoughts and reflect on the topics to be discussed
- **Circulate a summary of findings/insights from past sessions** to the participants in advance. This can help them apply their understanding for further reflections on any actions taken in between sessions.
- **Have all participants understand and agree to meeting roles and responsibilities**
- **Expect and accept a lack of closure** — The issues facing today's HR professionals are often complex and nuanced. Some may not be solved in a single meeting or forum thread. Facilitators act as guides for progress to be made.

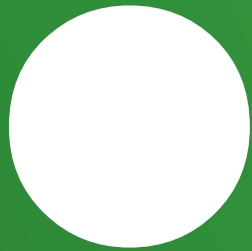
DURING EACH SESSION:

- **Provide members time to get focused** — Use icebreakers at the beginning of sessions or ask members to reflect on recent efforts to identify focal areas for their continued learning.
- **Practice confidentiality** — “What’s said here, stays here. What’s learned here, leaves here.”
- **“Make space, take space”** — Be aware of who has had the chance to make their thoughts heard and allow space for others who have not yet had the chance to participate.
- **Respect conflict among ideas** by engaging with disagreements and respecting other viewpoints.



- **Presume positive intentions** from participants.
- **Lean into discomfort** — Moments of disagreement can be opportunities for reflection or fruitful discussion.
- **Provide personal “reflective time”** — Incorporate reflection space at the beginning of each session based on the insights generated and acted upon from the previous sessions.
- **Honour our multiple identities** and different experiences/learning.
- **Don’t tolerate rude communication, bullying, harassment, or discriminatory behaviours** — These infractions of the code of conduct seriously undermine member safety, and must be handled in a sensitive and appropriate manner.
- **Don’t be afraid to directly re-focus the group on the particular agenda item.** — “I’d like to remind the group that we were discussing X and not Y. Can we please hold discussion on other items until later in the agenda?”
- **Don’t discuss more than one topic at a time.**
- **Don’t use more than one group process** (e.g., writing reflections, structured protocols, paired discussion) **at a time.**





Sample: Feedback/Evaluation Form



The following questions can be a helpful way of measuring impact or evaluating the effectiveness of *each PLC session* for EHRC.

INDIVIDUAL SESSION FEEDBACK/EVALUATION FORM

Facilitator's Name:

The facilitator managed the session well.

Strongly Agree

Please comment, if applicable:

Agree

Disagree

Strongly Disagree

Our group met the learning objective of our session.

Strongly Agree

Please comment, if applicable:

Agree

Disagree

Strongly Disagree

INDIVIDUAL SESSION FEEDBACK/EVALUATION FORM

Continued



<i>I felt that my input was valued.</i>	<input type="checkbox"/> Strongly Agree
Please comment, if applicable:	<input type="checkbox"/> Agree
	<input type="checkbox"/> Disagree
	<input type="checkbox"/> Strongly Disagree
<i>My expertise was appropriate to contribute to this discussion.</i>	<input type="checkbox"/> Yes
Please comment, if applicable:	<input type="checkbox"/> No
	<input type="checkbox"/> Somewhat
<i>The time allotted for this session was...</i>	<input type="checkbox"/> Too much
Please comment, if applicable:	<input type="checkbox"/> Just right
	<input type="checkbox"/> Not enough
Were there enough breaks?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Was the meeting run on-time?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Were you provided with all of the needed materials?	<input type="checkbox"/> Yes <input type="checkbox"/> No



MEETING LOGISTICS

Were there enough breaks?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Was the meeting run on-time?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Were you provided with all of the needed materials?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

What did you like best about the meeting?

What did you like least about the meeting?

Additional comments:



The following questions can be a helpful way of measuring impact or evaluating the *overall* effectiveness of a PLC for EHRC.

OVERALL EVALUATION/FEEDBACK FORM

<i>Overall, how effective do you feel the PLC has been in achieving its learning objectives?</i>	<input type="checkbox"/> Very Effective	<input type="checkbox"/> Moderately Effective
Please comment, if applicable:	<input type="checkbox"/> Moderately Effective	<input type="checkbox"/> Very Ineffective
	<input type="checkbox"/> Neutral	<input type="checkbox"/> Don't know/Not Applicable
<i>To what extent has PLC impacted the way in which you view the topic area?</i>	<input type="checkbox"/> To a Great Extent	
Please comment, if applicable:	<input type="checkbox"/> To a Moderate Extent	
	<input type="checkbox"/> To a Small Extent	
	<input type="checkbox"/> No Extent	
	<input type="checkbox"/> Don't know/Not Applicable	



OVERALL EVALUATION/FEEDBACK FORM

Continued

To what extent has PLC helped you develop new skills to address or deepen your understanding of existing knowledge about the topic area and/or issues identified/discussed?

To a Great Extent

To a Moderate Extent

Please comment, if applicable:

To a Small Extent

No Extent

Don't know/Not Applicable

To what extent was the networking/relationship building aspect of the PLC helpful in increasing your knowledge/insights and/or skills in relation to addressing the topic area?

To a Great Extent

To a Moderate Extent

Please comment, if applicable:

To a Small Extent

No Extent

Don't know/Not Applicable

OVERALL EVALUATION/FEEDBACK FORM

Continued



To what extent has CoP helped you share creative approaches/practices or learn from others about innovative/creative approaches/practices to the topic area?

To a Great Extent

To a Moderate Extent

Please comment, if applicable:

To a Small Extent

No Extent

Don't know/Not Applicable

What suggestions do you have for improving the PLC?

Please comment, if applicable:

In what way have you applied the knowledge, skills or connections gained as a result of your participation in PLC?

Please comment, if applicable:

Would you recommend participation in the PLC to others in the sector?

Yes

Please comment, if applicable:

No

Unsure



Other: PLC Resource List



- Etienne Wenger’s Introduction to Community of Practice ([pdf](#))
- Research Impact Canada
 - **Web page:** [“Community of Practice - Everything you need to know!”](#)
 - **Webinar:** [Communities of Practice](#)
- World Bank Group ([toolkit](#) for developing both virtual and in-person CoPs)
- CDC ([toolkit](#) for developing both virtual and in-person CoPs)
- TRIEC (Toronto Region Immigrant Employment Council)
 - **Webinar:** [Setting up a Community of Practice to drive inclusion in your workplace](#)
 - **Newsletter:** [How a Community of Practice could help you drive inclusion in your workplace](#)
- European Commission
 - [The Community of Practice Playbook](#)
- Alberta Council for Environmental Education
 - [Community of Practice Design Guide](#)