

Developing a True Organisation Learning Culture



Recognise the benefits of developing me



and you will reap the rewards



of having a workforce which is



loyal
proactive
motivated &
highly effective





Overview

The aim would be to aid managers to see the value and embrace learning and understand its importance in the development of Individuals, Teams and the overall organisation.

Creating a learning culture

Creating a learning culture within your organisation will take you one step beyond just acquiring the skills that you need to deliver its products and services.

It will empower your people to achieve dramatically improved results compared to more traditional organisations, as it enables staff to:

- easily adapt to change
- actually anticipate change
- be more responsive to the market place
- generate more energetic, loyal and goal oriented employees
- grow through innovation.

Learning cultures can be achieved in all Authorities, Industries and Companies of all sizes.

The programme will explore the “WHAT? WHY? and HOW?” of Learning Cultures and will challenge attendees to consider the WHEN? -i.e. WHEN will they start their creation of such a culture by encouraging the delegates to create Learning Culture SMART objectives for them or their working groups or departments.

What is a learning culture?

To become a learning Organisation is to accept a set of attitudes, values and practices that support the process of continuous learning within the organisation.

Training is a key element in the business strategy of an organisation dedicated to continuous learning.

Through learning, individuals can re-interpret their world and their relationship to it. A true learning culture continuously challenges its own methods and ways of doing things. This ensures continuous improvement and the capacity to change.

The Progress International workshop will look at some research into Learning Cultures conducted by leading management thinker, Peter Senge, who has identified five disciplines of a learning culture that contribute to building a robust learning organisation. These elements are:

Developing a True Learning Culture



Personal mastery – create an environment that encourages personal and organisational goals to be developed and realised in partnership

Mental models – know that a person's 'internal' picture of their environment will shape their decisions and behaviour

Shared vision – build a sense of group commitment by developing shared images of the future

Team learning – transform conversational and collective thinking skills, so that a group's capacity to reliably develop intelligence and ability is greater than the sum of its individual member's talents

System thinking – develop the ability to see the 'big picture' within an organisation and understand how changes in one area affect the whole system.

Motivate your staff

People are motivated in different ways. While one person will feel rewarded by a pay rise, another will value praise and recognition above all else. Another will measure their success through a promotion.

Training can be a strong motivating factor for your staff, as it helps them grow and gain new skills. This will help their performance at work and make them more marketable or employable.

To be effective, training needs the full participation and commitment of staff, at **all levels**.

Advantages of a learning culture

Success for a is usually defined by increase in customer satisfaction, CPD rating or revenue and profit. Yet the cost cutting, downsizing and other rationalisation measures that can be used to reach this goal are finite.



Sustainable competitive advantage

For an Organisation or business to remain productive and competitive in local and global markets, training and lifelong learning should be encouraged across all levels of operation.

The benefits of implementing a learning culture include:

- superior performance
- better quality of product and services
- better customer satisfaction
- committed and result-focused workforce
- greater ability to deal with change.

Achieve a learning culture

According to Peter Senge, most of us have experienced being part of a great team – a group of people who:

- function together in an extraordinary way
- trust and complement each other
- have common goals that are larger than individual goals
- produce extraordinary results.

Great teams like this have learned how to work together to produce extraordinary results.

See your organisation in a new way

Building a learning organisation requires a shift in the way you see your business. Traditionally, organisations are managed through departments or divisions that do not always communicate well or work together towards a common vision.

While most problems can be dealt with by breaking them down into smaller components and finding solutions for each, a learning organisation always considers the impact of each decision on the whole organisation.

Commit for the long term

Becoming a learning organisation requires a long term commitment.

It may take twelve months to introduce the five interrelated disciplines of Peter Senge's learning culture model to a business – starting with 'system thinking' and then progressing to the other four disciplines, as follows:

- system thinking
- personal mastery
- mental models
- shared vision
- team learning.



Learning Culture Self-Audit

The following is a simple “self audit” of assessing your organisations learning culture currently and will be used in the Workshop as an initial awareness exercise.

Pro-learning culture	1 – 5	Anti-learning culture	1 – 5
People at all levels ask questions and share stories about successes, failures, and what they have learned.		Managers share information on a need-to-know basis. People keep secrets and don't describe how events really happened.	
Everyone creates, keeps, and propagates stories of individuals who have improved their own processes.		Everyone believes they know what to do, and they proceed on this assumption.	
People take at least some time to reflect on what has happened and what may happen.		Little time or attention is given to understanding lessons learned from projects.	
People are treated as complex individuals.		People are treated like objects or resources without attention to their individuality.	
Managers encourage continuous experimentation.		Employees proceed with work only when they feel certain of the outcome.	
People are hired and promoted on the basis of their capacity for learning and adapting to new situations.		People are hired and promoted on the basis of their technical expertise as demonstrated by credentials.	
Performance reviews include and pay attention to what people have learned.		Performance reviews focus almost exclusively on what people have done.	
Senior managers participate in training programs designed for new or high-potential employees.		Senior managers appear only to “kick off” management training programs.	
Senior managers are willing to explore their underlying values, assumptions, beliefs, and expectations.		Senior managers are defensive and unwilling to explore their underlying values, assumptions, beliefs, and expectations.	

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Conversations in management meetings constantly explore the values, assumptions, beliefs, and expectations underlying proposals and problems.		Conversations tend to move quickly to blaming and scapegoat with little attention to the process that led to a problem or how to avoid it in the future.	
Customer feedback is solicited, actively examined, and included in the next operational or planning cycle.		Customer feedback is not solicited and is often ignored when it comes in over the transom.	
Managers presume that energy comes in large part from learning and growing.		Managers presume that energy comes from "corporate success," meaning profits and senior management bonuses.	
Managers think about their learning quotient, that is, their interest in and capacity for learning new things, and the learning quotient of their employees.		Managers think that they know all they need to know and that their employees do not have the capacity to learn much.	
Total for pro-learning culture		Total for anti-learning culture	





The Progress Programme will explore ways of developing a learning culture within your organisation based on the following:

1. **Top management's commitment:**

A learning culture can be developed in an Organisation only when the top management and executive is committed and deeply involved. The learning culture has to be top down and is best cascaded when "Learning Culture" is stated as one of the Organisation KPI's or Annual Objectives. Learning should be imbibed in the work culture and the people must live and breathe learning culture with Senior Management being seen to encourage macro-management and empowerment to their employees.

2. **Aligning learning culture to business needs:**

The training professionals should ensure that their modus operandi of developmental activities are aimed at learning. Management must make the employees feel that learning is aligned to business strategies. HR professionals should regularly talk with the line managers or section heads about the issues and problems they are facing and enable the employees to find solutions through the learning process. Thus ensuring that current training courses offered are addressing current business needs and are extremely relevant for the specific time.

3. **Setting clear objectives:**

There should be a clear and firm idea of the goals and objectives to be achieved. As stated above, "Learning Culture" should be a Corporate Goal and stated at the highest level of objectives in order that it is cascaded down to the organisations employees and becomes a part of every employee's personal, annual goals. The strategic nature of the job must be reflected through plans. Best plans are developed not in isolation but through joint involvement of colleagues, clients and other stakeholders in business. The use of Appreciative Inquiry in the creation of strategic visions and plans is an excellent tool – as recently used by the BBC, NHS, BP etc. The business objectives are set after a thorough inquiry with clients, senior managers, HR team, and the target employees on how they want to develop their learning culture and best strategies to be adopted.



4. **Personalising learning:**

It must be understood that learning is work and work is learning. The learning content must be appropriate and timely for every employee. The learning content and outcome and objective must be customized to each employee. The learning needs can be identified through performance appraisals or competency based assessments (or centres). Employees should be made to analyse their learning needs vis-à-vis their performance to achieve the organisational objectives.

Employees can be encouraged to work in teams, share information, learning and knowledge through team learning process. The peer group networks must be encouraged so that employees learn from others in teams.

5. **Create the right environment for learning:**

A learning organisation without active learners is like a college without students. In order to build a learning culture we must cultivate active learners by creating a learner centric environment. Employees must be provided with necessary tools and the relevant content to become self-learners. Refining our approach to learning must continually develop learning culture. It is possible to refine learning approach after getting feedback from employees. The refined learning approach can be implemented by piloting learning zones. After assessing the success of the pilot zones the learning approach can be implemented in the Organisation. Attention to peoples preferred learning styles is to be considered so as to create a variety of learning methods to suit the Theorist, Activist, Pragmatist, Reflector etc

6. **Developing contract for learning:**

In developing a learning culture employees are expected to play a role in their career development. The ownership and accountability for learning should be on the employees. The contract of employment shall be clear about what the company is prepared to offer and what the company expects from the employee towards continuous learning. But the learning contracts may not be appropriate in all situations. The main objective of a learning contract is to create a clear learning strategy and communicating the same to employees. The learning contract through communicating the clear-cut strategy to employees must get their tacit commitment for the learning process to achieve the goals of the organization.



7. **Removing barriers in learning:**

The main aspect in self-learning is that the learners may not tolerate any obstacle. The obstacles if any should be removed and the work life must become hassle free for learners. The learning courses must be intuitive to use and must be available in one place and easily accessible. As the learning is important, cost must not be a hurdle in implementing a learning culture.

8. **Building learning culture:**

One may come across many barriers particularly the reluctance of employees to change their behaviour. This barrier can be removed by developing coaches and mentors to help employee development. Coaches are to be rewarded for their services. The coaches and mentors love to perform the tasks because the rewards are personalised. In building learning culture in an organisation the work culture must have democratic principles. The coaches are to be assessed about their attitudes. The organisation culture shall not be of command and control. The learning culture cannot be built in such an atmosphere. Organisations to become **Learning Organisations** shall have to invest time and provide resources for learning.

9. **Encourage experimental mindset:**

Employees must be encouraged to experiment with new ideas and to take calculated risks. Organisations should encourage employees to take advantage of changes taking place in business. In fact they must be able to foresee changes and be prepared to ace changes. Employees must be encouraged to try new things at their workplace and within the context of the organisation. Employees who are innovative, creative, and experimental must then be rewarded.

10. **Listen to the feedback:**

The management should listen to and consider the feedback from the learners about the effectiveness of the learning process practiced in the organisation. It is better to have an online assessment tool and conduct surveys to find out the employees views on the learning process and build an improvement plan.



Benefits of developing a Training and Learning Culture

The goal of creating a Training and Learning Culture in an organisation is to create an environment where everyone teaches, everyone learns, and everyone enhances their exceptional abilities. Achieving this goal starts at the top. Leaders of the organisation must commit to developing a Training and Learning Culture and develop their own Teachable Point of View(TPOV). Your own TPOV consists of your ideas and values about training and learning, your leadership approach to motivating team members, and your ability to make difficult decisions. Leaders should not only be able to put down their TPOV on paper, but they also should be able to easily articulate it to the rest of the organisation.

A Training and Learning Culture devoted to the development of knowledge gives several key benefits:

Benefit	Description
Develops leaders at every level of the organisation	With capable people at every level of the organisation, someone always is ready to step in and lead a team should a replacement be necessary.
Attracts and retains the best and brightest	Intelligent people are always on a quest for knowledge. A culture dedicated to this quest serves as a magnet to these individuals.
Increases productivity	Skilled workers are always more efficient, and efficiency has a direct impact on your Organisation's performance.
Enables succession planning through a leader/teacher pipeline	When adding or replacing Managers, you don't have to go outside the Organisation to look for candidates. You have a pool of qualified successors within the Council.

The idea that everybody coaches or mentors is an important one. When Managers are required to mentor, they will inherently want to know the topic inside and out for fear of looking uninformed. Encouraging Managers to mentor forces them to let down their guard and make themselves vulnerable to their peers discovering what they don't know. Once a mentors guard is let down, the barrier to collaborative learning is removed and the mentor can focus not only on delivering the knowledge they possess, but also on learning from the experiences and knowledge of others.

While being vulnerable is often uncomfortable, there are several aspects of a Training and Learning Culture that provide satisfaction. By opening our minds to the ideas of others, we learn new skills and concepts. We also have the satisfaction of watching others develop into tomorrow's leaders. In addition, with a more intelligent and collaborative workforce, we will watch our organisation increase its performance



Four Leadership Attributes associated with Learning Cultures

FOUR LEADERSHIP ATTRIBUTES

1. CHARTS THE COURSE



- Demonstrates the ability to create and communicate clear vision based on internal and external variables
- Translates that vision into an action plan
- Maintains flexibility to change course if circumstances change



FOUR LEADERSHIP ATTRIBUTES

2. ENERGISING OTHERS (Cont'd)



- Drives a development mindset through the Team.
- A “Mood Mover” – A sower of “can-do” attitude
- Cultivates an atmosphere in which shared “ownership” and delegation thrive
- Embraces change for the opportunity it may present
- Plays offense rather than defense

FOUR LEADERSHIP ATTRIBUTES

2. ENERGISING OTHERS



- Inspires, influences, motivates and teaches individuals / Teams strategies, goals and plans; assures alignment
- Creates a winning atmosphere where people genuinely understand and are excited about the Plan / Vision
- Creates an atmosphere where Team members experience opportunities to stretch, take risks, create, contribute and learn
- Applies personal “touch” and all of the tools available to encourage everyone’s best efforts
- Celebrates successes and acknowledges disappointments in such a way that they motivate an even higher level of commitment and performance

FOUR LEADERSHIP ATTRIBUTES

3. RAISES THE BAR



- Redefines and stretches “the possible” continuously
- Clarifies the risks and opportunities
- Utilizes process improvement programmes to dramatically increase team satisfaction
- Coaching / Mentoring
- Drives a development mindset through the Team
- A “Mood Mover” – A sower of “can-do” attitude

FOUR LEADERSHIP ATTRIBUTES

4. DELIVERS RESULTS



- Uses outcome-based thinking, selects among available options, responds to changing circumstances
- Effectively marshals and balances the other Leadership attributes and values to consistently reach a desired endpoint
- Strong operating skills; executes consistently
- Openly confronts issues, does not rationalize shortfalls, accountable
- Adept at capitalizing on unanticipated opportunities
- Manages aggressively through unforeseen difficulties

Developing a True Learning Culture



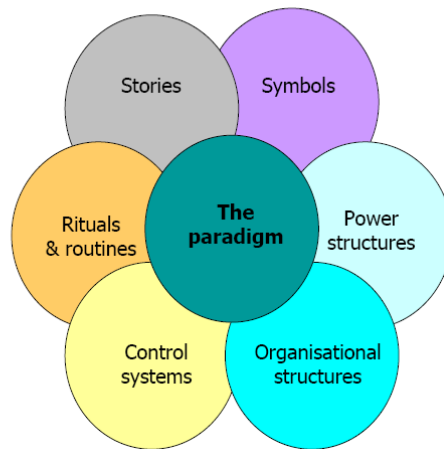
Creating the correct culture for Learning

Consider the Culture

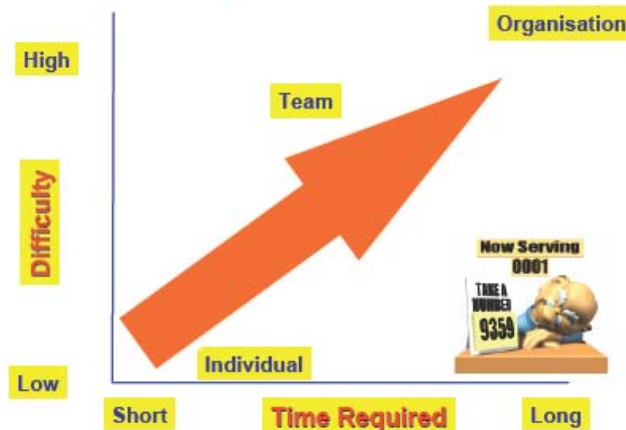
<u>Power Culture</u>	<u>Role Culture</u>	<u>Task Culture</u>	<u>Person Culture</u>
<ul style="list-style-type: none"> • Entrepreneurial • Depends upon Central Power • Control is Centralised through Key Individuals • Few Rules and Procedures • Little Bureaucracy • Will attract power-orientated politically minded, risk takers • Relies Heavily on the Individual • High Staff Turnover 	<ul style="list-style-type: none"> • Formal • Strong Functional Areas • Co-ordinated by Narrow Band of Senior Management • High Degree of Formalisation • Controlled by Roles & Procedures • Personal Power Frowned Upon • Finds Change Difficult • Relies on Structure rather than Individuals • Frustrating for Ambitious Individuals • Generally Job Secure 	<ul style="list-style-type: none"> • Job/Project Orientated • Matrix Organisation • Emphasis on getting the 'Job Done' • Team Culture • Team Importance more than Individual • Extremely Adaptable • High Degree of Autonomy • Morale Inconsistent 	<ul style="list-style-type: none"> • Individual Focal Point • Individual Works for own Interest • Organisation Seldom has Power to Evict Individual • Requires "Experts" and "Specialists" • Individuals Difficult to Manage

McKinseys / Johnsons Cultural Web

The cultural web or 'how we do business around here'



Creating a Culture Change



Developing a True Learning Culture

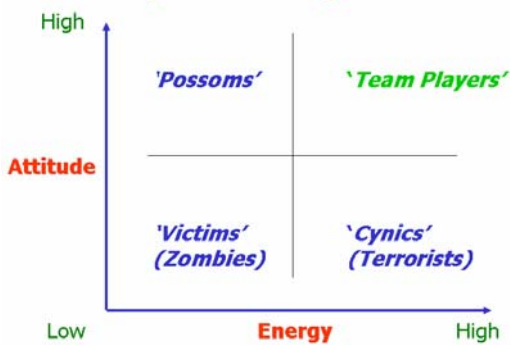


Creating a Learning Culture

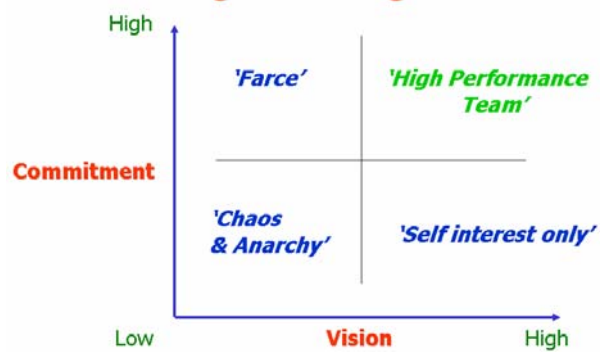
Attitude / Energy

Commitment / Vision

Creating a Learning Culture



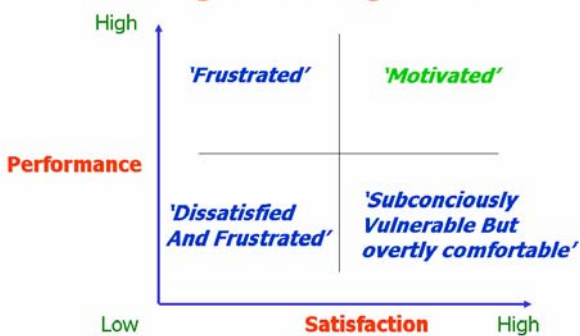
Creating a Learning Culture



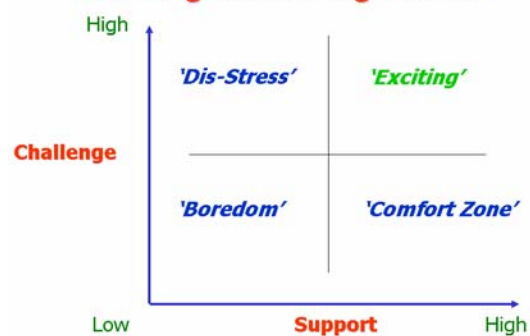
Performance / Satisfaction

Challenge / Support

Creating a Learning Culture



Creating a Learning Culture





The Learning Culture Philosophy

McKnight Principles

William L. McKnight, who served as 3M chairman of the board from 1949 to 1966, encouraged 3M management to "delegate responsibility and encourage men and women to exercise their initiative."

His management theories are the guiding principles for 3M, their heritage dates back more than 100 years, and McKnight's principles continue to accompany 3M in the 21st century.

William L. McKnight Management Principles Created 3M's Corporate Culture

William L. McKnight joined Minnesota Mining and Manufacturing Co. in 1907 as an assistant bookkeeper. He quickly rose through the company, becoming president in 1929 and chairman of the board in 1949.



Many believe McKnight's greatest contribution was as a business philosopher, since he created a corporate culture that encourages employee initiative and innovation.

His basic rule of management was laid out in 1948:

"As our business grows, it becomes increasingly necessary to delegate responsibility and to encourage men and women to exercise their initiative. This requires considerable tolerance. Those men and women, to whom we delegate organisation and responsibility, if they are good people, are going to want to do their jobs in their own way."

"Mistakes will be made. But if a person is essentially right, the mistakes he or she makes are not as serious in the long run as the mistakes management will make if it undertakes to tell those in organisation exactly how they must do their jobs."

"Management that is destructively critical when mistakes are made kills initiative. And it's essential that we have many people with initiative if we are to continue to grow."

To create a Learning Culture involves building a culture where employees are "encouraged to exercise their initiatives" and to whom "organisation and responsibility" are delegated and where individuals take a personal ownership in their personal Learning and Development, at all levels within the Organisation.



Developing a Learning Culture: ONE DAY

Learning Outcomes

- Delegates will recognise the importance of a Learning and Development culture and its positive effects it will have on individuals, teams and organisations.
- Delegates will learn the 10 Pre-Requisites of a Learning Culture and how to apply it to their own organisation.
- Delegates will learn Appreciative Inquiry facilitation skills to enable them to create shared "learning culture" visions within their own companies.
- Delegates will discover how to create the most effective environment in order to encourage a Learning Culture to thrive.
- Delegates will explore how Leadership Styles and Organisational Cultures can encourage or stifle innovation.
- Delegates will learn how to create a contagious environment in their workplace where a Personal Continuous Development attitude flourishes.
- Delegates will develop the ability to see the 'big picture' within an organisation and understand how changes in one area affect the whole system.





PROGRAMME OUTLINE

Intro, Welcome and Objectives

Experiential Activity: CHANGE

WHY CHANGE?

Activity: Chose 3 Favourite "Quotations of Change"

WHAT is a LEARNING CULTURE?

WHY does your organisation need one?

WHAT are the benefits of having one?

LEARNING CULTURE: SELF AUDIT ACTIVITY

Where do we personally measure on the Learning Culture Scale

Peter Senge's Model for an effective Learning Culture

- **Personal Mastery**

Activity: How to create an environment that encourages personal and organisational goals to be developed and realised in partnership

- **Mental Models**

Activity: know that a person's 'internal' picture of their environment will shape their decisions and behaviour

- **Shared Vision**

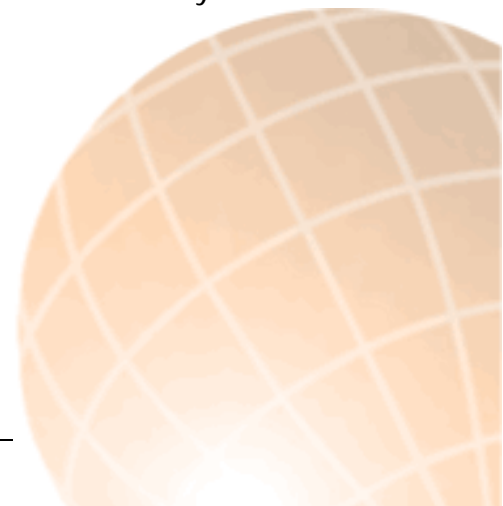
Activity: How to build a sense of group commitment by developing shared images of the future

- **Team Learning**

Activity: how does your organisation transform conversational and collective thinking skills, so that a group's capacity to reliably develop intelligence and ability is greater than the sum of its individual member's talents?

- **System Thinking**

Activity: – develop the ability to see the 'big picture' within an organisation and understand how changes in one area affect the whole system.





Leadership Attributes for a Learning Culture and its Philosophies
(Looking at the 3M model of innovation and development)

Cultural Considerations for a Learning Culture
Activity: What does your organisations Cultural Web Look like?

Discovering the 10 Pre-Requisites for a Learning Culture

- Top management's commitment
- Aligning learning culture to business needs
- Setting clear objectives
- Personalising learning
- Create the right environment for learning
- Developing contract for learning
- Removing barriers in learning
- Building learning culture
- Encourage experimental mindset
- Listen to the feedback

Appreciative Strategic Planning for a Learning Culture
- a practical planning session on how to implement the Start of Creating a Learning Culture within your organisation utilising Appreciative Inquiry methodology

Summary and Personal Action Plans

Close





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