

## Dynamic system goals (visioning): What do we need to learn about and who needs to be involved?

Assessment (complete as individuals or groups but discuss as a group)

Having a collective vision about what you hope to achieve as a learning organisation helps identify the areas where learning is needed and provides a basis for engagement with other stakeholders.

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Justification
Elements	Focal points <sup>1</sup>	We have a shared understanding of the purpose and desired outcomes of learning.						
	Stakeholders <sup>2</sup>	We have identified the stakeholders important to each of our system goals.						
	Involvement	We have approached relevant stakeholders and they are ready to engage in learning.						
	Re-visioning	We have adopted a flexible approach to identifying what we want to achieve that allows adjustment over time.						
	Additional element(s)							

Summary	<b>Vision</b>					<b>Improvement actions:</b>  
		<p>A vision has been developed from which areas for learning are identified and appropriate engagement can occur</p>				
Grading	<b>Not constrained</b>	<p>A shared vision exists with clearly identified areas for learning. Appropriate engagement has been initiated.</p>				
	<b>Somewhat constrained</b>	<p>A vision exists but areas for learning are not clearly identified. Some appropriate engagement has been initiated.</p>				
	<b>Constrained</b>	<p>A vision exists but areas for learning are not clearly identified. There has been minimal engagement.</p>				
	<b>Very constrained</b>	<p>There is no clear or shared vision for learning within our organisation.</p>				

<sup>1</sup> These include the things your organisation would like to learn about. They could be for individual work areas (e.g. HR, regulation compliance), for different management levels (e.g. policy development, operational planning), or for whole of organisational issues (e.g. sustainability systems).

<sup>2</sup> Individuals or groups within or outside of your group/organisation with interests in learning on the same topics as you but with different knowledge and skill sets.

# Adaptive organisational goals (planning): Ensuring learning happens

Assessment (complete as individuals or groups but discuss as a group)

Learning can occur spontaneously, but planned learning allows for systematic cycling through the adaptive learning process. This includes making desired outcomes explicit and designing objectives that enable them to be achieved.

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Justification
<b>Elements</b>	Outcomes and objectives	We have defined desired outcomes and objectives for each area where learning is needed.						
	Monitoring and evaluation	We have a programme for monitoring and evaluation in areas where learning is needed.						
	Participation	Relevant stakeholders for each area where learning is needed are actively engaged in our learning processes.						
	Capacity to intensify	We have capacity to intensify learning in each area of need in the advent of surprise events (e.g. floods), or in anticipation of emerging risks.						
	Additional element(s)	For example, consider the integration of learning with existing processes, continuity, coherence with organisational objectives etc.						

<b>Summary</b>	<b>Adaptive organisational goals</b>
	In each area where learning is needed, plans exist that will enable systematic and responsive learning to deliver system goals.

  

<b>Grading</b>	<b>Not constrained</b>
	Plans exist for all areas of learning identifiable from the vision, and they are easily implemented and flexible.
	<b>Somewhat constrained</b>
	Plans exist for some areas of learning and they are easily implemented and somewhat flexible.
<b>Constrained</b>	
Plans exist for some areas of learning but they are not easily implemented or adjusted.	
<b>Very constrained</b>	
Few plans exist and those that do are not easily implemented or adjusted.	

**Improvement actions:**

## Adaptive strategies and activities: Implementing learning

Assessment (complete as individuals or groups but discuss as a group)

The practice of learning offers insights into learning capacity. Learning processes may be formal, informal, experiential (through experience), social (learned from others) or collaborative (learned with others).

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Justification
Elements	Information	We have identified the type (e.g. water quality) and source (e.g. local, customary, and scientific) of information needed.						
	Funding adequacy	We have sufficient funding to support a learning oriented approach to our activities (e.g. funding for monitoring and evaluation and the development of support systems).						
	Staff time	We have sufficient time to invest in learning processes.						
	Flexibility	Organisational structures and processes facilitate adaptive responses and variations to activities based on learning.						
	Additional element(s)							

Summary	<b>Adaptive strategies and activities</b>					<b>Improvement actions:</b>     
	<p>There are sufficient time, resources and organisational support for learning and organisational structures and processes encourage adaptive responses to lessons learned.</p>					
Grading	<p><b>Not constrained</b> Mechanisms are in place to ensure learning occurs. Resources are sufficient and changes to practice based on learning are encouraged.</p>					
	<p><b>Somewhat constrained</b> Some mechanisms are in place to ensure learning. Resources are sufficient and there is flexibility in the implementation of activities.</p>					
	<p><b>Constrained</b> Some mechanisms are in place to ensure learning, but resources and opportunities to change practices are limited.</p>					
	<p><b>Very constrained</b> There are few mechanisms to ensure learning, minimal resources for it and no opportunities to change or implement new practices.</p>					

# Reflection on goals and strategies: generating and capturing new insights

Assessment (complete as individuals or groups but discuss as a group)

Reflection and adaptation offer opportunities for generating and capturing new insights.

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>N/A</i>	<i>Justification</i>	
<b>Elements</b>	Data generation and capture	We systematically generate and capture information on goals and strategies (e.g. through the development of indicators and monitoring and evaluation).							
	Reflection	We give adequate time (e.g. as part of monitoring and evaluation) to reflect on (i) achievements in relation to goals, (ii) strategies used to achieve goals, and (3) the legitimacy of goals and strategies.							
	Management adaptation	We use reflection to adapt our activities where appropriate.							
	Re-visioning	We use reflection as the basis to re-visit and, if necessary, revise our system goals.							
	<i>Additional element(s)</i>								

<b>Summary</b>	<b>Reflection on goals and strategies</b>				
	Reflective processes are used to evaluate organisational goals and strategies and prompt adjustment where necessary.				
<b>Grading</b>	<b>Not constrained</b> Sufficient information exists to inform monitoring and evaluation processes and lessons influence goals and strategies.	↑	↑	↑	↑
	<b>Somewhat constrained</b> Information is sometimes sufficient to inform monitoring and evaluation processes and lessons influence goals and strategies.				
	<b>Constrained</b> Information is sometimes sufficient to inform monitoring and evaluation processes, but lessons rarely influence goals or strategies.				
	<b>Very constrained</b> Insufficient information exists to inform monitoring and evaluation processes, but lessons rarely influence goals or strategies.				

**Improvement actions:**

## Networking and ideas generation: How can we extend our learning beyond our organisation?

Assessment (complete as individuals or groups but discuss as a group)

Strategic partnerships within and between organisations can facilitate the generation of novel ideas, identify shared goals and lead to the joint development of strategies and activities.

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>N/A</i>	<i>Justification</i>
<i>Elements</i>	Internal partnerships	We have identified and collaborate with all relevant parties within our organisation.						
	External partnerships	We have identified and collaborate with all relevant parties external to our organisation.						
	Knowledge	We have processes in place to access and share knowledge with relevant stakeholders.						
	Resources	We have processes in place to access and share resources that support joint goals and activities.						
	<i>Additional element(s)</i>							

<i>Summary</i>	<b>Networking and ideas generation</b>				
	Strategic partnerships have been developed to facilitate the sharing and generation of knowledge, resources and support to extend our organisational outcomes.				
<i>Grading</i>	<b>Not constrained</b> Strategic partnerships exist and support interaction that leads to the realisation of mutually beneficial outcomes.				
	<b>Somewhat constrained</b> Strategic partnerships exist, but levels of support have not realised mutually beneficial outcomes.				
	<b>Constrained</b> Some strategic partnerships exist, but levels of support have not realised mutually beneficial outcomes.				
	<b>Very constrained</b> There are limited learning partnerships within or beyond our organisation.				

**Improvement actions:**

# Learning ethos: Are we ready to learn?

Assessment (complete as individuals or groups but discuss as a group)

A focus on learning ensures that organisations are prepared to adapt and position themselves to view surprises and mistakes as valuable triggers for change.

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	N/A	Justification
Elements	Organisational focus							
	Organisational structure							
	Partnerships							
	Individual attributes							
	Additional element(s)							

Summary	<b>Learning ethos</b>				
	The organisation is committed to learning and has the individual and organisational elements that enable it to respond to uncertainty.				
Grading	<b>Not constrained</b> Organisational structures and individual practices are aligned and supportive of a learning approach in all circumstances.				
	<b>Somewhat constrained</b> Organisational structures and individual practices are mostly aligned and supportive of a learning approach in most circumstances.				
	<b>Constrained</b> Organisational structures and individual practices align in some areas but support for a learning approach is variable.				
	<b>Very constrained</b> Organisational structures and individual practices are seldom aligned and support for a learning approach is minimal.				

**Improvement actions:**

# Leadership: Setting an example

Assessment (complete as individuals or groups but discuss as a group)

Leadership is fundamental to ensuring support for a learning-based culture.

Elements

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>N/A</i>	<i>Justification</i>
Supportive context	Leaders create a supportive context (e.g. a 'safe to fail' environment) for learning based on mutual respect, trust and openness to alternative views.							
Facilitation	Formal (e.g. working groups) and informal (e.g. multi-sectoral social activities) support structures and incentives for learning are provided.							
Resources	Leaders have allocated sufficient resources to support a learning oriented approach to actions.							
Enabling structures	Leaders have implemented structures and processes to receive and act upon lessons learned throughout the organisation/group.							
<i>Additional element(s)</i>								

Summary

## Leadership

Leadership supports a learning organisation by ensuring adequate resourcing to foster an appropriate culture.



Grading

**Not constrained** Leaders provide sufficient resources for learning and foster an appropriate learning culture within the organisation.

**Somewhat constrained** Leaders provide some resources for learning and foster an appropriate learning culture within the organisation.

**Constrained** Leaders provide some resources for learning and have done some things to foster an appropriate learning culture within the organisation.

**Very constrained** Leaders provide few resources for learning and have done little to foster an appropriate learning culture within the organisation.

Improvement actions:

## Management systems: Linking goals, strategies and tools

The development of appropriate management systems facilitates learning by building organisational capacity to support activities.

Assessment (complete as individuals or groups but discuss as a group)

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>N/A</i>	<i>Justification</i>	
<b>Elements</b>	Organisational function	Organisational goals, strategies and tools are aligned, underpinned by a unifying management framework and a culture of learning and advanced through monitoring and evaluation.							
	Organisational support	We have access to appropriate tools to support learning (e.g. guidelines for adaptive learning, monitoring and evaluation, and planning).							
	Knowledge and information systems	We have knowledge and information systems that facilitate efficient and up-to-date information access (internally and externally) relevant to our needs.							
	Organisational memory	We have access to information storage, retrieval and sharing systems so we can learn from our experiences.							
	<i>Additional element(s)</i>								

<b>Summary</b>	<b>Management systems</b>					<b>Improvement actions:</b>
	The purpose of learning is clearly communicated to staff through a management framework linked to support tools and information systems.					
<b>Grading</b>	<b>Not constrained</b> A management framework and relevant support tools and information systems exist. These can be applied to the variety of activities undertaken by the organisation.	↑				
	<b>Somewhat constrained</b> A management framework and relevant support tools and information systems exist, but these are only applicable to some activities.	↑				
	<b>Constrained</b> A management framework exists for some activities. Support tools and information systems are only applicable to some activities.	↑				
	<b>Very constrained</b> No management framework exists. Support tools and information systems (if any) are ineffective.	↑				



## Transitioning to learning: Developing new ways of thinking

Assessment (complete as individuals or groups but discuss as a group)

Systematic and ongoing processes are necessary to ensure a sustained transition to a learning organisation.

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>	<i>N/A</i>	<i>Justification</i>
<b>Elements</b>	Introducing learning	We have identified that existing structures and/or practices need to change to achieve system and organisational goals.						
	Developing learning	We have revised structures and/or practices to facilitate learning and to achieve an organisational culture focussed on learning.						
	Supporting learning	Leaders and champions of our learning vision are active and resourced across all organisational levels to support learning.						
	Evaluating learning	Our organisation uses monitoring and evaluation to advance learning.						
	Extending learning	We use strategic partnerships to develop collaborative learning networks and enhance system outcomes.						
	<i>Additional element(s)</i>							

<b>Summary</b>	<b>Transitioning to learning</b>				
	The organisation is committed to sustained changes in structure and activity to achieve organisational and system goals.				
<b>Grading</b>	<b>Not constrained</b> All changes necessary to meet goals have been identified and operationalized.				
	<b>Somewhat constrained</b> Most changes to meet goals have been identified and operationalized.				
	<b>Constrained</b> Most changes to meet goals have been identified but there is uncertainty regarding how to operationalize change.				
	<b>Very constrained</b> There is limited knowledge regarding how to plan for and operationalize change.				

**Improvement actions:**