Checklist: Building Blocks for the Learning Organization

Building Block 1: Supportive Learning Environment

Psychological Safety
- In this unit, it is easy to speak up about what is on your mind.
- If you make a mistake in this unit, it is often held against you.
- People in this unit are usually comfortable talking about problems and disagreements.
- People in this unit are eager to share information about what does and doesn’t work.
- Keeping your cards close to your vest is the best way to get ahead in this unit.

Appreciation of Differences
- Differences in opinion are welcome in this unit.
- Unless an opinion is consistent with what most people in this unit believe, it won’t be valued.
- This unit tends to handle differences of opinion privately or off-line, rather than addressing them directly with the group.
- In this unit, people are open to alternative ways of getting work done.

Openness to New Ideas
- In this unit, people value new ideas.
- Unless an idea has been around for a long time, no one in this unit wants to hear it.
- In this unit, people are interested in better ways of doing things.
- In this unit, people often resist untried approaches.

Time for Reflection
- People in this unit are overly stressed.
- Despite the workload, people in this unit find time to review how the work is going.
- In this unit, schedule pressure gets in the way of doing a good job.
- In this unit, people are too busy to invest time in improvement.
- There is simply no time for reflection in this unit.
BUILDING BLOCK 2: Concrete Learning Processes and Practices

Experimentation
- This unit experiments frequently with new ways of working.
- This unit experiments frequently with new product or service offerings.
- This unit has a formal process for conducting and evaluating experiments or new ideas.
- This unit frequently employs prototypes or simulations when trying out new ideas.

Information Collection
- This unit systematically collects information on
  - competitors
  - customers
- This unit frequently compares its performance with that of competitors

Analysis
- This unit engages in productive conflict and debate during discussions.
- This unit seeks out dissenting views during discussions.
- This unit never revisits well-established perspectives during discussions.
- This unit frequently identifies and discusses underlying assumptions that might affect key decisions.
- This unit never pays attention to different views during discussions.
  - economic and social trends
  - technological trends
  - best-in-class organizations

Education and Training
- Newly hired employees in this unit receive adequate training.
- Experienced employees in this unit receive
  - periodic training and training updates
  - training when switching to a new position
  - training when new initiatives are launched
- In this unit, training is valued.
- In this unit, time is made available for education and training activities.

Information Transfer
- This unit has forums for meeting with and learning from
  - experts from other departments, teams, or divisions
  - experts from outside the organization
  - customers and clients
  - suppliers
- This unit regularly shares information with networks of experts within the organization.
- This unit regularly shares information with networks of experts outside the organization.
- This unit quickly and accurately communicates new knowledge to key decision makers.
- This unit regularly conducts post-audits and after-action reviews.
BUILDING BLOCK 3: Leadership That Reinforces Learning

↑ My managers invite input from others in discussions.

↑ My managers acknowledge their own limitations with respect to knowledge, information, or expertise.

↑ My managers ask probing questions.

↑ My managers listen attentively.

↑ My managers encourage multiple points of view.

↑ My managers provide time, resources, and venues for identifying problems and organizational challenges.

↑ My managers provide time, resources, and venues for reflecting and improving on past performance.

↓ My managers criticize views different from their own.