

What, So what, Now what?

Approach

- Content and 'thought starters'
- Inspiration
- Case studies
- Maturity Matrixes
- Questions and Answer breaks
- Polls



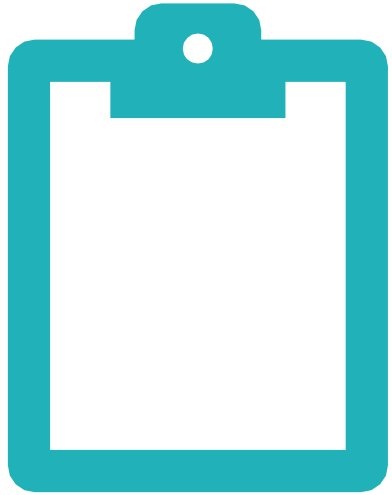
Outcomes

- Enable some reflective space and thinking
- Deepen your understanding around =learning cultures
- Provide you with a framework for building your how
- Start/deepen your understanding of your current strengths and needs



Next Steps

- Reflect/review content
- Plan your next actions
- Connect up
- Create/develop your learning culture



Poll no.1

Why?

Why this? Why now?

- Individual
- Organisational
- Systemic

Individual

“Time and time again studies show that if employees aren’t learning, they’re leaving”.

CIPD



Job engagement trends have shifted



Purpose, fulfillment, learning



Connections – to work for an organisation with a purpose, to do work that matters and connect with others who ‘get it’.

Organisational

“a group culture is one of the most powerful forces... it's a set of living relationships working towards a shared goal. Its not something you are. Its something you do”.

Daniel Coyle, The Culture Code



‘Culture eats strategy for breakfast’



Great places to work to engage and retain people



Whole organisational approach = agility and resilience



Ability to learn as an organisation is major high performance indicator



Learning can help frame how to lead in a time of crisis

Systemic (VUCA conditions)

“learning is no longer a ‘nice to have’ but a ‘must have’..”

FSG

collaborate
for social change

A Whole New World:
Funding and Commissioning in Complexity

Annabel Davidson Knight
Toby Lowe
Marion Brossard
Julie Wilson

Local Government Association
adass
NHS Clinical Commissioners
NHS CONFEDERATION
NHS Provider

Leadership Academy

COLLECTIVE IMPACT 3.0
AN EVOLVING FRAMEWORK FOR COMMUNITY CHANGE

THE LEARNING COMMUNITIES HANDBOOK

LEARNING IS MEASURING

LEARNING IS COLLECTIVE IMPACT

LEARNING IS THE JOB!

SPORT ENGLAND

improvement.nhs.uk

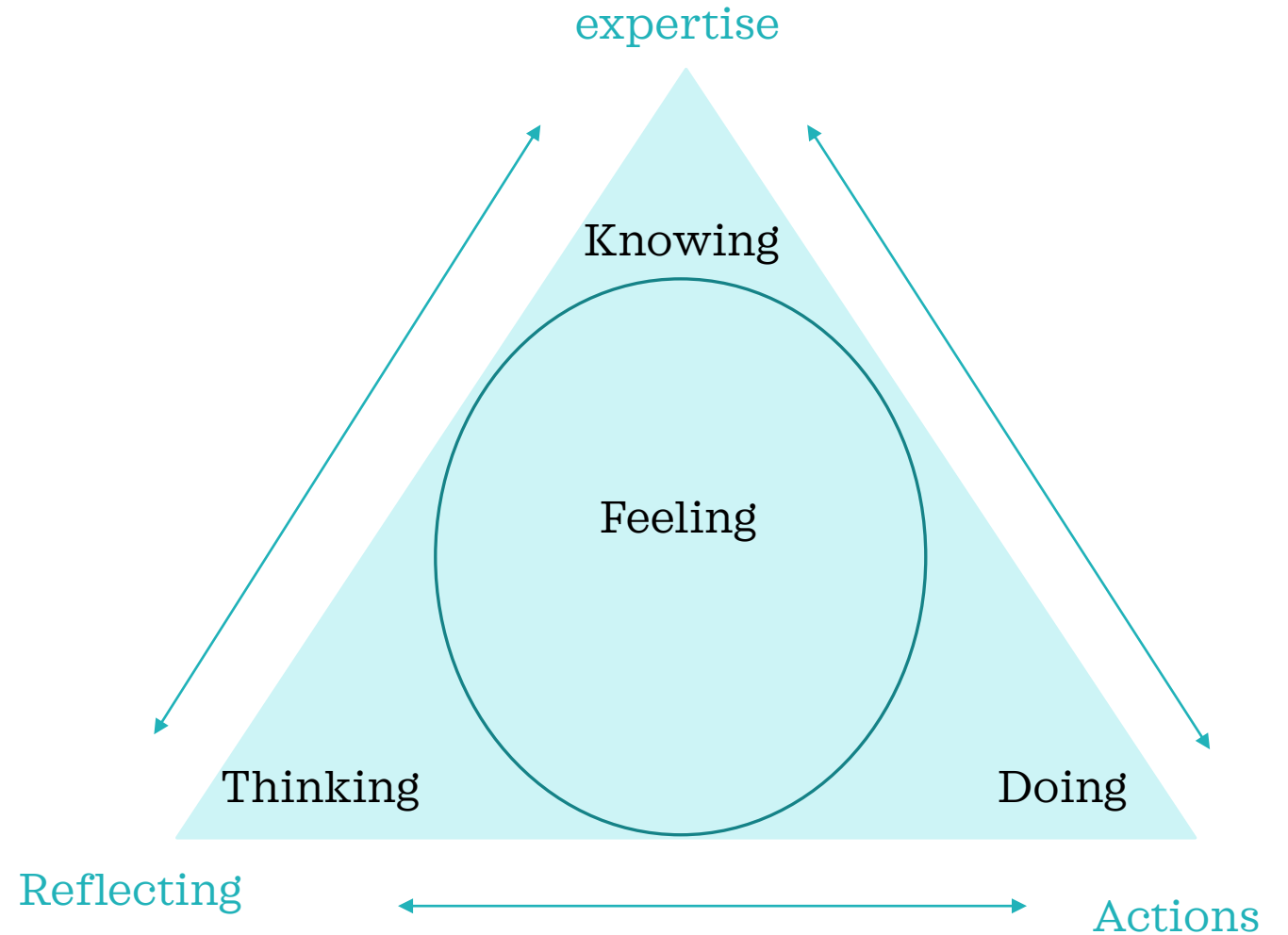
SPORT ENGLAND

SPORT ENGLAND



Questions

What what is learning?



What is learning?

“Learning is not the product of teaching. Learning is the product of the activity of learners.”

John Holt.

Learning requires consistent engagement in 5 key learning processes.

1. Engaging in Reflection – creating space, slowing down, paying attention, creating new patterns of thinking, creating alternative interpretations, creating new theories of action.
2. Engaging to Dialogue – participants working together toward common understanding, finding common ground, re-examining all positions, admitting that others' thinking can improve on one's own, searching for strengths and value in others' positions, listening to understand.
3. Asking Questions – seeking clarification, probing assumptions, reasons, and evidence, illuminating viewpoints and perspectives, probing implications and consequences, questioning the questions (Socratic questions).
4. Identifying and Challenging Values, Assumptions, and Beliefs – asking questions (testing assumptions), surfacing mental models, seeking evidence, understanding inferences.
5. Seeking Feedback – asking for and providing feedback on experiences, assumptions, perceptions, and actions.

So what is a learning culture?

‘A culture of learning enables employees to continuously seek, share and apply new knowledge and skills’.

A learning organization is an organization that is continually expanding its capacity to create its future.

— *Peter Senge* —

“In times of change, learners inherit the earth, while the others find themselves equipped to deal with a world that no longer exists.”

— Eric Hoffer, Social Philosopher and Author

Connecting the dots...

Strategic
intent



Evaluation



Strategic Learning System

A learning culture...



- Is about motivating and engaging staff
- Is a mark of an agile and resilient organisation
- Is about driving growth and progress
- Is a means of delivering strategy
- Is a method for understanding impact
- Is about how the whole organisation works

Is NOT just training!

Is NOT an event!



Questions

HOW?

Build it using
successful tried
and tested
practices



Purpose and Leadership



Systematic and systemic practices



Values and Behaviours



Innovation



People

The 5 Pillars of a Learning Culture

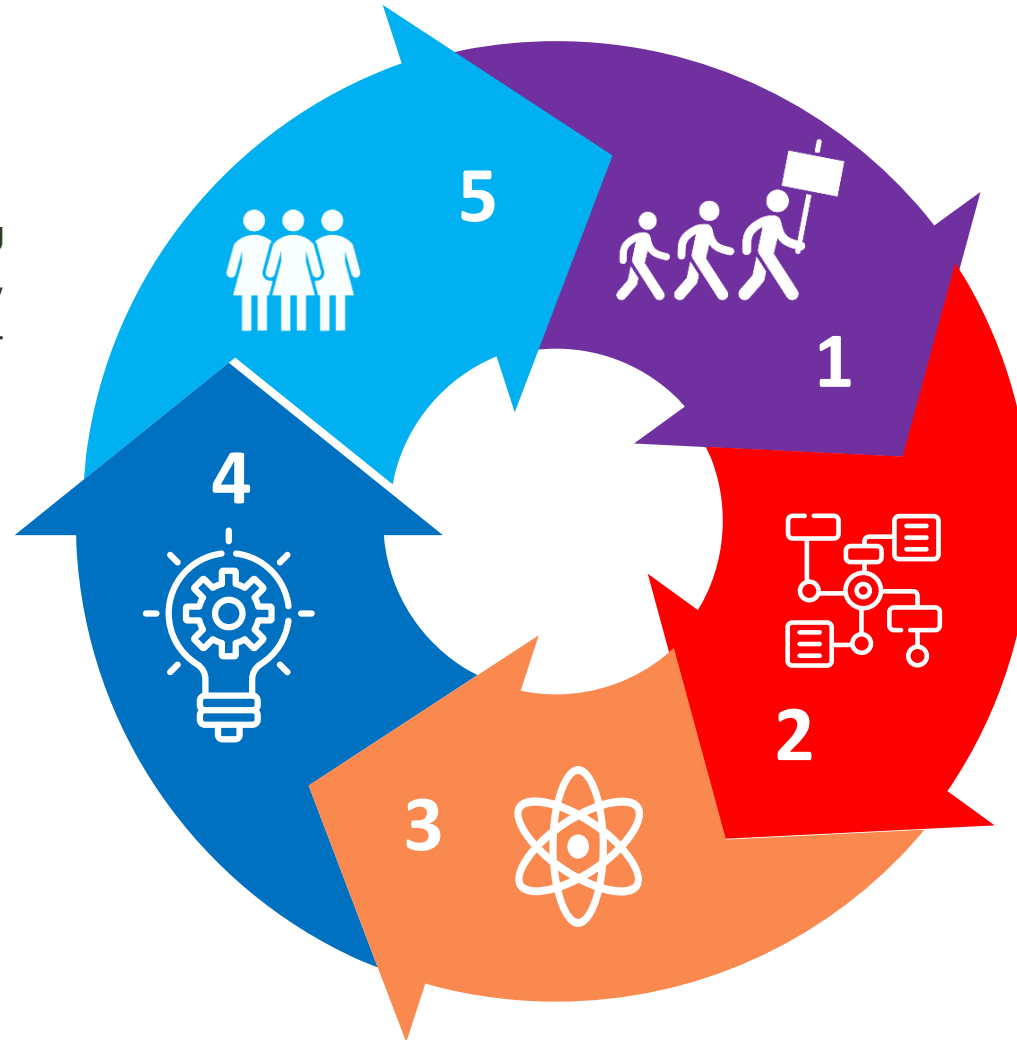
Start with the collective why in purpose and leadership... or jump into any pillar that you need most help with. But remember it's a continual cycle of building your future.

5. PEOPLE

Seeking, developing and rewarding people who bring diverse thinking, rebel ideas and positive challenge.

4. INNOVATION

Celebrating and rewarding curiosity and creativity enabling ideas and plans to be continuously improved, upgraded and evolved.



1. PURPOSE & LEADERSHIP

Building a collective sense of purpose aligned to your mission.

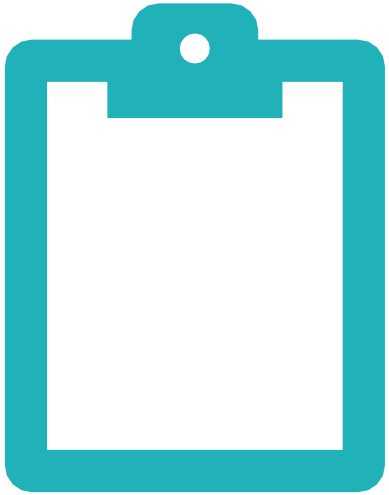
Embracing and embodying collaboration, vulnerability and learning leaders

2. SYSTEMATIC AND SYSTEMIC PRACTICES

Creating and embedding ways of working which enable sharing, connecting, co-designing and listening to flow.

3. VALUES AND BEHAVIOURS

Underpinning your culture with meaningful beliefs and actions.



Poll no. 2

Purpose and Leadership

“Leadership and learning are indispensable to one another”.

John F Kennedy



‘Act like an organisation, think like a movement’



Create collective why... ‘Serve the purpose, not the boss’



The power of relationships... embrace vulnerability leadership



Leadership embody and exemplify being a learning leader



Leaders AND Leadership

4 CHARACTERISTICS OF A LEARNING LEADER

1. Ability to deal with ambiguity	2. The Capacity to Foster Engagement
<ul style="list-style-type: none">• Low need for control• Openness to experience• High stability (low anxiety)• Project management skills• Ability to connect to others through e.g. social media• Optimism	<ul style="list-style-type: none">• An understanding of how to motivate others• Ability to foster a shared vision and purpose• An understanding of human needs/behaviours• Interpersonal effectiveness• Ability to self-regulate• Empathy
3. A capacity to Learn	4. An ability to use systems thinking
<ul style="list-style-type: none">• Ability to research and learn• Being a subject matter expert• Wide and accessible networks• Ability to share with others• Knowledge management skills• The ability to foster collaborative learning	<ul style="list-style-type: none">• The capacity to horizon scan• Ability to foster collaborative participation• Ability to diffuse power• Capacity to work in a team• Ongoing critical evaluations

Case Study – Ford Motors.

CASE STUDY Ford General Motor Cars

The giant American car manufacturer recognised it needed more than its leadership to drive forward their future. It needed learners. People who acted as ‘seed carriers’ within the organisation... internal networkers.

So they created **Leaders of Learning** groups. People operating at all levels across the whole organisation with an energy and appetite to make a difference.

They served as a strategic leadership ‘body’ seeing their work as supporting continuing experimentation, connecting those with the interests of the senior leadership and wrestling with organisational wide capacity building and learning.

They became an intrinsic and vital part of the organisation’s way of being... and Ford’s success.

Maturity Matrix

Purpose and Leadership



Learning Leaders are visible across the whole organisation



Learning goals are part of our core strategy



All our people can frequently debate our why

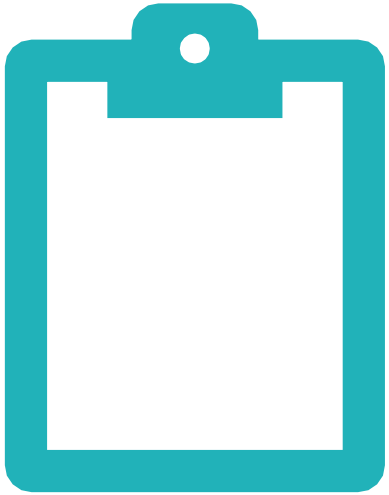


Team purpose shows up in the work being done



Leadership demonstrate collaboration in their daily work





Poll no. 3

Systematic and Systemic Practices

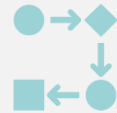
“The alternative to linear top down direction is not chaos, but a self conscious and carefully planned set of interventions”

View from the Bridge, OPM



Leadership isn't enough!

Don't stop at the why... grapple with the how



Consciously planned AND adopted widely



By design not chance - environment ,
infrastructures... and space



Compel learning via dashboards/
BSC/KPIs/KRQs/metrics

Case Study – Shell Oil

CASE STUDY Shell Oil Company

The US super-major global organisation recognised the importance of sustainability in the turbulent world of international oil markets.

Central leaders learnt through insight that ‘scenario thinking’ was a vital skill needed to understand the future challenges they could face.

So they set about developing scenario planning as a fundamental skill set in their people.

BUT they didn’t carry out training programmes, run leader sessions or take core groups and teach the skill.

They redesigned ALL their **planning infrastructure** to ensure that EVERY team was ALWAYS required to deliver several plans for any future actions.

They changed **how** they worked. And made planning, as a learning tool, a way of life for the organisation.

Maturity Matrix

SYSTEMATIC AND SYSTEMIC PRACTICES



Organisational structures consciously design team across different functions



Reflective practice is planned and structured into day job



Meetings are learning focused and discuss the 'So What' and 'Now What'



Evaluation tools use learning as a key success factor



The environment has been considered so interactions happen daily



Values and Behaviours

“knowledge is only rumour until it lives in the bones”.

Asarotribe



Core Values – creativity, curiosity, risk-taking, innovation, open-ness, courage, fear-less, experimental, renewal, daring, together-ness, up for change, authentic, learning



Improve not preserve cultures – values review not an annual event



Don't vanilla/slogan/corporatise them!



To live them **operationalise** them – articulate values, manage and reward how they're demonstrated in action through behaviours



Collectively create unique stories and rituals

Case Study – US Air Force

CASE STUDY US Air Force

In the early 2000s Colonel Dede Halfhill, Direction of Innovation and Leadership for Air Force Global Strike Command recognised a growing trend in the need for their people to talk about what really mattered to them such as issues of loneliness, isolation and disconnection with families. But how little it was actually being talked about. At a time when performance, retention and wellbeing were top of leader's agendas.

Trying to understand better how to connect with people addressing these challenges, she turned to their leadership manuals to and core values. She knew they were in there but found them couched in language about strategic, operational and tactical approaches.

So she turned to the original 1948 manual and found language using words such as love, fear, loneliness, compassion, mercy, kindness, isolation etc.

Her learning? That over the years they'd been diluted and lost their purpose and meaning. And in sanitising the language they'd decreased people's comfort in talking about those things.

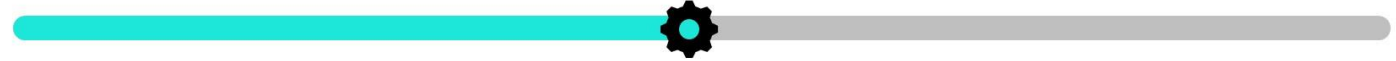
Their values were important in helping create that collective identity, a sharing of experiences but need to return to using words which resonated with the many and reflected how people felt about being part of the US Air Force.

Maturity Matrix

VALUES AND BEHAVIOURS



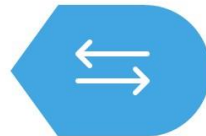
Our values are clearly aligned with our purpose



Values are the cornerstone of how we recruit, develop and reward people



Behaviours are articulated, managed and rewarded



We continuously ensure our values are relevant and meaningful to all



We tell stories and create team rituals together



Innovation

“Excellent organisations don’t believe in excellence... only in constant improvement and constant change”

Tom Peters, Thriving on Chaos



Innovation = iteration, upgrading, evolving
“Become a determined copycat, adapter, enhancer”.



Creating strategic curiosity... what if?



Experiment, test, try... tanks, ponds, oceans



Fail early and fail fast.

Case Study – Talent Lab

CASE STUDY The Talent Lab

Following a few dire years in performance levels, British Olympic Sport sought to understand and improve the medal tally of British athletes in the years running up to London 2012.

Scott Drawer, Head of Research and Development was at the forefront of their approach creating what has become known as 'The Talent Lab'. Bringing together thinking and expertise he looked beyond the sports field to academic, engineering and manufacturing sectors pulling together a diverse network of people with fresh ideas, solutions and creativity. The tactics were bold – using F1 tech to help build faster bobsleighs, British Aerospace tech to build skeleton sleds and liquid repellent used in chemistry labs to coat canoes. And the results remarkable with medals being brought home in all these sports.

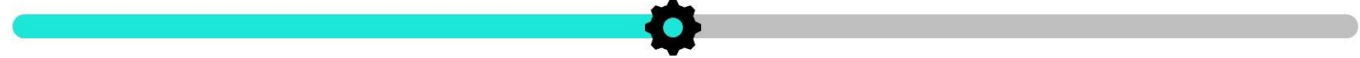
As Drawer notes “it wasn’t necessarily the best of experts, but the best in terms of creativity, people who would listen, be curious and want to explore. When you create a good environment where people can learn from each other you can be amazed where it goes”.

Maturity Matrix

INNOVATION



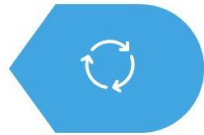
Creativity and curiosity are part of our core values



Compliance and management by policy is avoided



Safe to fail is embedded as a way of working



Plans are continuously upgraded, iterated and evolved



What works and what doesn't is frequently shared with all, Boards, partners, audiences



People

“the right people together can change the art of what’s possible in an organisation”.

Yves Pigneur



Hire smart, develop smart and review smart



Rebel vs Clones and collective intelligence



Embrace positive conflict



‘No brilliant jerks’



Catch people doing things aligned to your values... and reward and celebrate it

Case Study – Talent Lab

CASE STUDY The Enigma Code team

The brilliance of Alan Turing in cracking the Enigma Code in World War Two is a well told story. It would have been easy for the head of the team at Bletchley Park to have recruited a team of Alan Turing-nesque mathematicians.

But Alistair Dennison, put together a different team. He recognised that they needed a mix of skills, ways of thinking and expertise which supported Turing. He understood it needed code breakers, symbolists, puzzle solvers AND psychologists – not data analysts but people who understood human nature. Who could get into the mind of German soldiers stuck in the trenches – and understand that likely codes would be based on what was on their minds and how they were feeling.

The approach proved successful. The first breakthrough ‘tell’ identified a soldier’s girlfriend’s name. Once passed to the code- breakers the rest is history.

People

Maturity Matrix

PEOPLE



All people have improvement plans with learning goals included



Learning led team development plans exist and are aligned to overall purpose



Practices have been embedded which enable and celebrate rebel ideas



Risk and people plans include as a key risk



Mentor systems and peer to peer coaching are a way of working for all



organisational
matrix

5 PILLARS MATURITY MATRIX

ORGANISATIONAL EXAMPLE



PURPOSE AND
LEADERSHIP



SYSTEMATIC AND
SYSTEMIC PRACTICES



VALUES AND BEHAVIOURS



INNOVATION



PEOPLE

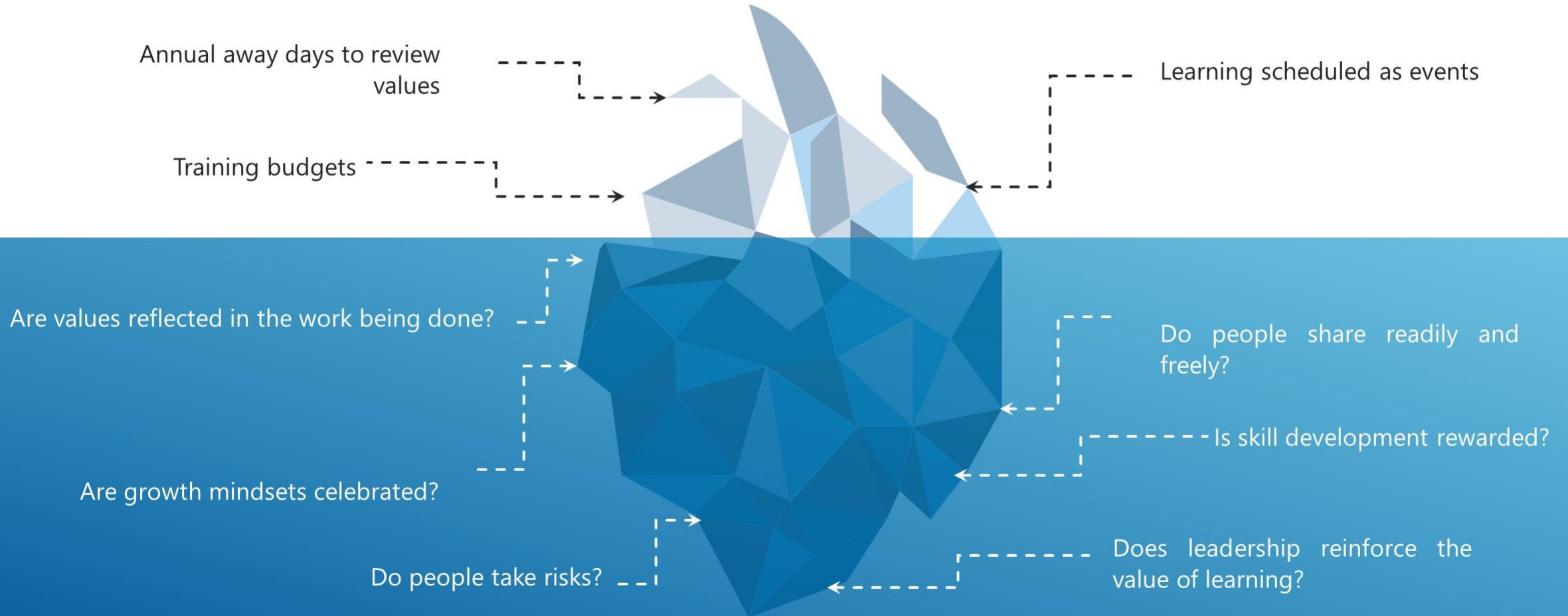


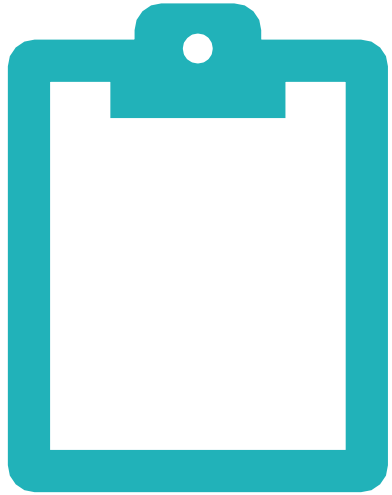


Questions

THE ICEBERG CHALLENGE

What percentage of your time/investment do you focus on the top of the iceberg?





Final Poll

‘If you build it, they will come’



Employees

Collaborators

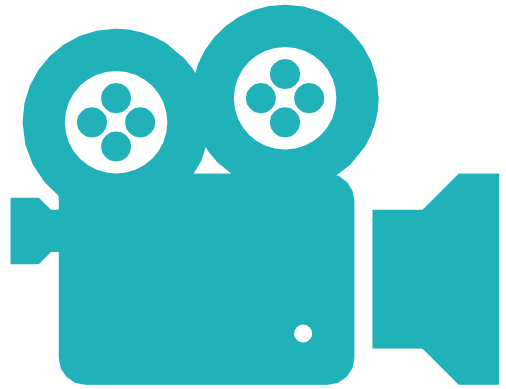
Partners

Funders

Audiences



Final Questions



Video
