



## Learning Culture Assessment

*Review each of the following statements and check the column which most describes your organization.*

PRO-LEARNING CULTURE	✓	ANTI-LEARNING CULTURE	✓
1. People at all levels ask questions and share stories about successes, failures, and what they have learned.	<input type="checkbox"/>	1. Managers share information on a need-to-know basis. People keep secrets and don't describe how events really happened.	<input type="checkbox"/>
2. Everyone creates, keeps, and propagates stories of individuals who have improved their own processes.	<input type="checkbox"/>	2. Everyone believes they know what to do, and they proceed on that assumption.	<input type="checkbox"/>
3. People take at least some time to reflect on what has happened and what may happen.	<input type="checkbox"/>	3. Little time or attention is given to understanding lessons learned from projects.	<input type="checkbox"/>
4. People are treated as complex individuals.	<input type="checkbox"/>	4. People are treated like objects or resources without attention to their individuality.	<input type="checkbox"/>
5. Managers encourage continuous experimentation.	<input type="checkbox"/>	5. Employees proceed with work only when they feel certain of the outcome.	<input type="checkbox"/>
6. People are hired and promoted on the basis of their capacity for learning and adapting to new situations.	<input type="checkbox"/>	6. People are hired and promoted on the basis of their technical expertise as demonstrated by credentials.	<input type="checkbox"/>

7. Performance reviews include and pay attention to what people have learned.	<input type="checkbox"/>	7. Performance reviews focus almost exclusively on what people have done.	<input type="checkbox"/>
8. Senior managers participate in training programs designed for new or high-potential employees.	<input type="checkbox"/>	8. Senior managers appear only to “kick off” management training programs.	<input type="checkbox"/>
9. Senior managers are willing to explore their underlying values, assumptions, beliefs, and expectations.	<input type="checkbox"/>	9. Senior managers are defensive and unwilling to explore their underlying values, assumptions, beliefs, and expectations.	<input type="checkbox"/>
10. Conversations in management meetings constantly explore the values, assumptions, beliefs, and expectations underlying proposals and problems.	<input type="checkbox"/>	10. Conversations tend to move quickly to blaming and scape-goating with little attention to the process that led to a problem or how to avoid it in the future.	<input type="checkbox"/>
11. Customer feedback is solicited, actively examined, and included in the next operational or planning cycle.	<input type="checkbox"/>	11. Customer feedback is not solicited and is often ignored when it comes in over the transom.	<input type="checkbox"/>
12. Managers presume that energy comes in large part from learning and growing.	<input type="checkbox"/>	12. Managers presume that energy comes from “making the numbers,” meaning meeting numerical targets.	<input type="checkbox"/>
13. Managers think about their learning quotient, that is, their interest in and capacity for learning new things, and the learning quotient of their	<input type="checkbox"/>	13. Managers think that they know all they need to know and that their employees do not have the capacity to learn much.	<input type="checkbox"/>
<b>Total for pro-learning culture</b>		<b>Total for anti-learning culture</b>	

[Creating a Learning Culture: Strategy, Technology, and Practice](#) (Cambridge, UK; Cambridge University Press, 2004).

<http://agelesslearner.com/assess/cultureaudit.html>