



Developing good learning habits and
culture; measurement and impact

When, what and how have you learned in this programme?

A-ha moments?

Dawning realisations?

From your own reflections?

Discussion with your peers?

Speakers?

Peer-led sessions?

From learning goals you set?

Live learning sessions?

Personal reflections?

Role play?

Our Learning Journey

A: The foundations of systems leadership

1. Thinking in systems
2. Your role in leading change
3. Understanding your system

B: Becoming a system activist

4. Skills and behaviours for systems leadership

Skills sessions:

- Relationship building; developing empathy
- Understanding biases; valuing difference
- Storytelling; change conversations; influencing
- Negotiation

C: Building collaborative capacity and taking collaborative action

5. Building collaborative capacity
6. Partnering across difference
7. Changing systems through collaborative action

D: Learning as a driver of systems change

8. Developing good learning habits and culture; measurement and impact

Essential Skills For Leading Change Programme 2021



10 top tips to maximise
your learning

Module 1

Recap

Systems produce their own patterns of behaviour and outcomes

Systems change is about shifting the conditions that maintain those outcomes

Complex systems generate adaptive challenges

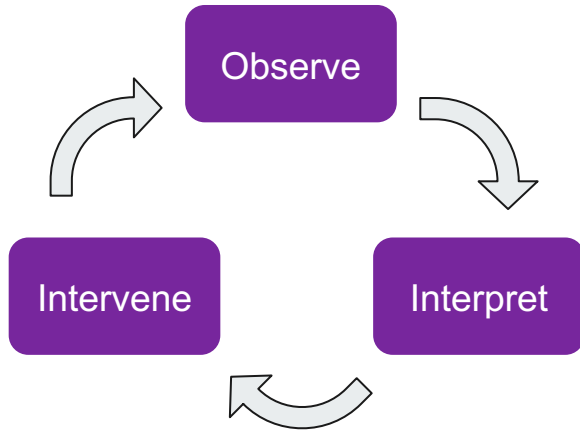
Adaptive challenges require learning and cannot be solved by executive authority alone

System leadership is the activity of mobilising change across a system

Personal Reflection (from Module 7)

Recap

In conversations, debates or arguments you are in...



Observe: when in the discussion does the discomfort seem to rise or fall? what happened to bring about the change?

Interpret: why might that be? what issues are being worked or avoided?

Intervene: what could you do to regulate the temperature and maintain a productive focus?

Observe: what difference did your intervention make?

Mindsets – from Module 4

Recap

Three *openings* required for systems leadership

Otto Scharmer and Katrin Kaufer, *Leading from the Emerging Future*



Opening the mind to challenge our assumptions.



Opening the heart to be vulnerable and to truly hear one another.



Opening the will to let go of pre-set goals and agendas and see what is really needed and possible.

We shall not cease from exploration, and
the end of all our exploring will be to arrive
where we started and know the place
for the first time.



T.S. Eliot

Developing good learning habits and culture; measurement and impact



Today

D: Learning as a driver of systems change

- 8. Developing good learning habits and culture; measurement and impact**

Welcome and introduction

Learning from others: Katie Shearn, Katie Owen and Graeme Sinnott

Taking a learning approach

Groupwork

Plenary discussion

Survey and close

Key learning

- Why is a learning approach so important to your work?
- How does a learning approach differ from measurement for accountability or evaluation?
- How can you embed and support learning?
- How do you apply a learning approach in practice?

Panel Discussion

Dr Katie Shearn, Sheffield Hallam University

Katie Owen, Liverpool City Region Combined Authority

Graeme Sinnott, Active Partnerships

What is a learning approach?



Defining Learning

Reflective?



Responsive?

Collaborative?

Cumulative?

What is a learning approach?



**Tangible, measurable,
difference**

**Learning about
what happens**

How can you embed and support learning to happen?



Learning Culture

Limited to specific roles



Involves everyone

Blame Culture



Safe to fail

Lack of skills



Training

Afterthought



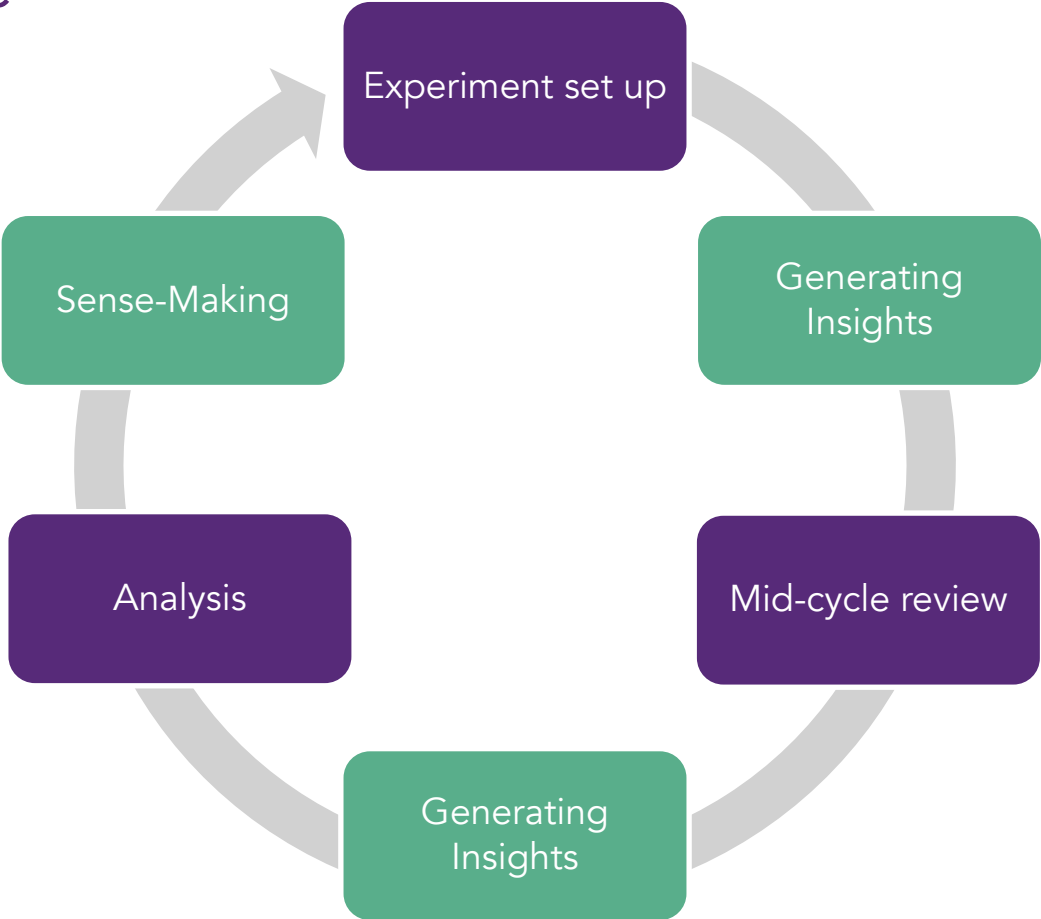
Embedded

transition to

Old Approach

New Approach

Learning Cycle



How do you find the right learning question?





A process for learning

1. **What do you want to know?** Try to be clear - forming into a simple question can help get to the crux of the issue.
2. **Where can you find relevant insight?** Is there one place, or can you triangulate using multiple sources?
3. **How can you gather this insight?** What's the best method? How can you get a broad range of viewpoints?
4. **How are you going to interpret and analyse what you have found?** Be honest and open to and seek out unintended/unexpected findings.

Group Work



Group work

Before the session you were asked to think of an example of where you made what you now see as a wrong decision about a programme you were working on.

In your groups, choose one person to present on their example for around 3 minutes. What was the situation? What was the decision you made? Why do you see that decision as having been mistaken?

Then the rest of the group considers the situation (for around 8 minutes), asking:

- Was there a key discovery question the presenter could have been asking?
- What was it?
- Where could they have looked for insight and how could they have collected it?
- How might they have interpreted what they found?

The presenter can then rejoin the conversation, and reflect on what they heard (2 mins)
You should have time to complete the exercise twice (2 different presenters)

Debrief



Personal Reflection

In advance of next week's peer learning session ask yourself:

- What have I learned through the programme?
- How can I apply it?
- How might I share it with others?
- What questions am I still holding?

Jot your answers down.

Closing



Key learning

- The dynamic nature of systems means you never find the answer: you must keep learning your way towards it
- A learning approach is forward looking, it helps shape the work you need to do
- Learning must be everyone's business embedded within a supportive culture and infrastructure
- Narrow down what you want to know; broaden out where you will look for insight; interpret what you will find with an mind

Feedback survey

<https://forms.gle/9YYotukgXWvxiJw48>