

The role of evaluation in learning organisations

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What are learning organisations?

Learning organisations ...

- Create useful knowledge
- Disseminate it effectively
- Use this knowledge to improve organisational effectiveness

As a result, they ...

- Are better able to anticipate change
- Respond/adapt more quickly to change
- Perform better (and survive longer) than organisations that do not learn as well

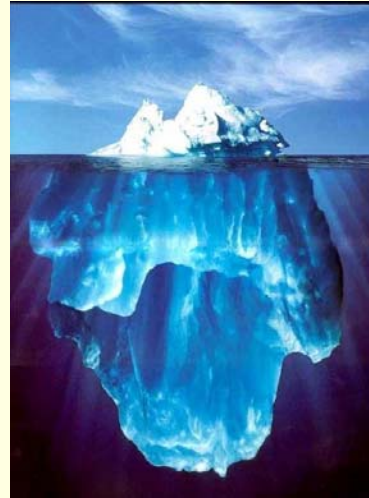
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The 'Learning Culture' Iceberg

Formal policies,
systems & practices

Informal practices
& symbolic actions

Beliefs, values
& attitudes



Beneath the water: Evaluative thinking

- Evaluative thinking has two parts
 - Passion
 - Know-how
- Passion = the evaluative attitude
 - The relentless pursuit of the truth about quality and performance
- Know-how = cognitive skills and tools
 - Critical, creative and outside-the-box thinking
 - An evaluation-specific methodological toolkit

Learning culture challenges

- Evaluation for accountability → evaluation for learning
 - No negative results => there was no innovation
 - The benefits of 'fast failure'
- Using goals, objectives and measures
 - Stretch vs. easily achievable goals
 - Easy-to-measure vs. important outcomes
- Avoiding paralysis by analysis
 - The accuracy trap
 - The 'big picture'/detail trade-off

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MfO as a Culture Change Effort

- Real culture change takes at least 3-5 years to come to fruition
- Important to clarify targets of change:
 - Behaviorshift only → sham compliance
 - Mindshift only → great intentions, no action
- Real culture change must target both
- Behaviorshift needs:
 - Know-how/skills
 - Role models/coaches
 - Extrinsic motivators
- Mindshift needs:
 - Persuasion/buy-in
 - Symbolic action: 'walk the talk'
 - Intrinsic motivation

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