

Self-audit checklist of an organisational learning environment

Feature	Indicator	Assessment (N, P, F, N/A)	What supports the assessment?	Recommended action plan for improvement (who, what and when)
<p>Vision and direction</p> <p>The vision and purpose of the organisation need to be clear, understood and committed to by all staff.</p>	The organisation has clear statements of vision and purpose in place.			
	Regular reviews of the vision and purpose statements are undertaken, actively involving current stakeholders in the organisation.			
<p>Openness and commitment to learning</p> <p>Through appropriate policies, processes and structures, an organisation supports staff to:</p> <ul style="list-style-type: none"> • view learning and change as normal and positive • seek to reflect on and use their experience to learn and improve practice. 	Individual achievements are regularly reviewed through supervision, peer review and appraisals.			
	Team and service/organisation structures, processes, practices and achievements are regularly and systematically reviewed and evaluated via robust evaluative mechanisms.			
	There are written policy and procedures for staff learning and development.			
	The learning and development policy is published and staff can readily access it.			
	Individual work roles have learning and development components built in.			
	Team processes (e.g. meetings) have reflection on practice and learning components built into them.			
	Individual, team and organisation activities, incidents, achievements and failures are documented and reviewed to identify learnings and areas of policy and practice that require improvement and change.			
	Training and coaching are used in a planned way to increase and improve staff skills and knowledge.			

Self-audit checklist of an organisational learning environment (cont.)

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<p>Effective cooperation and communication Mechanisms, structures and processes are in place to support and encourage effective communication and cooperative work practices.</p>	Staff are able to communicate with people at all levels in the organisation, and know they will be heard and be taken seriously.			
	Effective communication and networking processes are built in to the work roles of all staff.			
	Organisational structures and mechanisms are in place to facilitate and support effective communication.			
	Time is set aside in staff meetings for practice-related information exchange and debriefing.			
	There are concrete encouragements for collaborative approaches to work between individuals and teams.			
	Where possible, workplaces are physically arranged to encourage communication, sharing of ideas and resources.			
	Staff have access to key information about the organisation's operations including policies, plans, reviews and statistics.			
<p>Participation Structures and processes in the organisation encourage and facilitate appropriate staff participation in decision making.</p>	Decision-making processes for organisational policies and practices involve all key stakeholders.			
	Work teams are able to establish operational policies and organise their work, based on the organisation's overall purpose, direction and philosophy.			
	Individuals are encouraged to plan and make key decisions in their day-to-day work within the context of overall team and organisation policies and approaches.			
	Staff are involved in discussion, planning and action around issues within and outside their immediate work role.			

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<p>Flexible structures and work roles Organisational structures and individual work roles facilitate teamwork, enable learning and are responsive to service needs.</p>	Individual work roles encompass a number of functions, and define flexible relationships between different roles within teams and across the organisation.			
	Teams are self-managing, with broad but clearly defined functional responsibilities.			
	There are regular opportunities for job rotation or staff exchange programs within and between work teams.			
	Staff at all levels have opportunities to be involved in cross-functional or interdisciplinary project teams.			
<p>Reflection and review Policies and mechanisms are in place for regular individual and team reflection on practice and organisational review of models and structures.</p>	There are structured opportunities for staff and managers to reflect and report on their work practices and experiences.			
	Reflection on learning and practice are included in team and management meeting agendas.			
	Individual, team and organisational activities, learning and progress are recorded and communicated.			
	Individual supervision is positively used for reflecting on practice. Policies and supervisor training support this.			
	Two-way procedures are in place for regular feedback on performance, from managers and peers to teams.			
	Clinical or external supervision is available to workers where needed.			
	There are regular, structured reviews of service models, work practices, outcomes and target groups.			
	There are regular reviews of the needs of existing consumers and potential consumer groups in your target area(s) to identify emerging demands, priorities and directions that may impact on models, structures and skills needed.			

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<p>Identifying and acting on learning goals Organisational learning requirements are identified, planned for and acted on.</p>	Review of service operations and consumer needs leads to action to develop skills and models, and to strengthen and improve operations and abuse prevention.			
	Individual staff development plans are agreed and supported in the context of overall learning needs for the organisation.			
	Staff development plans include formal training and non-training approaches (e.g. mentoring, conferences, job rotation, secondment) to learning.			
<p>External perspective Contact with other organisations is encouraged and their ideas and practices are sought out and adapted for use.</p>	Networking with other agencies is built in to all work roles.			
	Structures, models and practices from other organisations are showcased for staff and management to learn from.			
	Student placements from professional and vocational courses relevant to the agency's field of service are taken on.			
	Opportunities for short job exchanges, observations or secondments with staff from other agencies are facilitated.			

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Experimentation and innovative practices Questioning current practices and processes, innovation and new ideas are encouraged.	Time is set aside in meetings for open discussion about ideas, problems and issues related to the work of the organisation and its direction and principles.			
	Innovative practices are encouraged, publicly recognised and rewarded through acknowledgment, promoting individuals, introducing the innovations elsewhere in the organisation, financial incentives or other means.			
	Non-threatening processes for suggestions and new ideas are in place (e.g. anonymous suggestions box).			
	Difficult or challenging questions are placed in meeting and review agendas and opportunities are provided to explore them seriously without censure.			
	Mistakes are acknowledged as part of the learning process.			