PRO-LEARNING CULTURE	ANTI-LEARNING CULTURE
Write Score of 1-5 in Box:	**Write Score of 1-5 in Box:**
1= strongly disagree 5= strongly agree	**1= strongly disagree 5= strongly agree**
People at all levels ask questions and share stories about successes, failures, and what they have learned. **Score:** ☐	Managers share information on a need-to-know basis. People keep secrets and don't describe how events really happened. **Score:** ☐
Everyone creates, keeps, and propagates stories of colleagues who have improved their own processes. **Score:** ☐	Everyone believes they know what to do, and they proceed on that assumption. **Score:** ☐
People take time regularly to reflect on what has happened and what may happen. **Score:** ☐	Little time or attention is given to understanding lessons learned from projects. **Score:** ☐
People are treated as complex individuals. **Score:** ☐	People are treated like objects or resources without attention to their individuality. **Score:** ☐
Managers encourage continuous experimentation. **Score:** ☐	Employees proceed with work only when they feel certain of the outcome. **Score:** ☐
People are hired and promoted on the basis of their capacity for learning and adapting to new situations. **Score:** ☐	People are hired and promoted on the basis of their technical expertise as demonstrated by credentials. **Score:** ☐
Performance reviews include and pay attention to what people have learned. **Score:** ☐	Performance reviews focus almost exclusively on what people have done. **Score:** ☐
Senior managers participate in training programs designed for new or high-potential employees.	Senior managers only kick off management training programs, rarely facilitating conversations or courses.

Score: ☐	**Score:** ☐
Senior managers are willing to explore their underlying values, assumptions, beliefs, and expectations. **Score:** ☐ .	Senior managers are defensive and unwilling to explore their underlying values, assumptions, beliefs, and expectations. **Score:** ☐
Conversations in management meetings constantly explore the values, assumptions, beliefs, and expectations underlying proposals and problems. **Score:** ☐	Conversations tend to move quickly to blaming and scapegoating with little attention to the process that led to a problem or how to avoid it in the future. **Score:** ☐
Customer feedback is solicited, actively examined, and included in the next operational or planning cycle. **Score:** ☐	Customer feedback is not solicited and is often ignored when it comes in over the transom. **Score:** ☐
Managers presume that energy comes in large part from learning and growing. **Score:** ☐	Managers presume that employee energy comes from corporate success and profits. **Score:** ☐
Managers think about their interest in and capacity for learning new things (their learning quotient), and the learning quotient of their employees. **Score:** ☐	Managers think that they personally know all they need to know and that their employees do not have the capacity to learn much than they know. **Score:** ☐
Total for pro-learning culture **Score:** ☐	**Total for anti-learning culture** **Score:** ☐