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LEADERSHIP | ENGAGEMENT | PERFORMANCE

| ORGANISATIONAL LEARNING CHECKLIST

IS YOUR ORGANISATION LEARNING — OR REPEATEDLY SOLVING THE SAME PROBLEMS?

Organisations learn constantly through projects, mistakes, customer feedback, audits, operational failures and changes in personnel.

The important question is whether that learning becomes part of the organisation.

USE THIS CHECKLIST TO IDENTIFY WHERE VALUABLE KNOWLEDGE MAY BE GETTING LOST AND WHERE EXPERIENCE IS NOT YET PRODUCING LASTING IMPROVEMENT

FOR EACH STATEMENT, CONSIDER WHETHER THE ANSWER IS:

Yes — this is generally working well

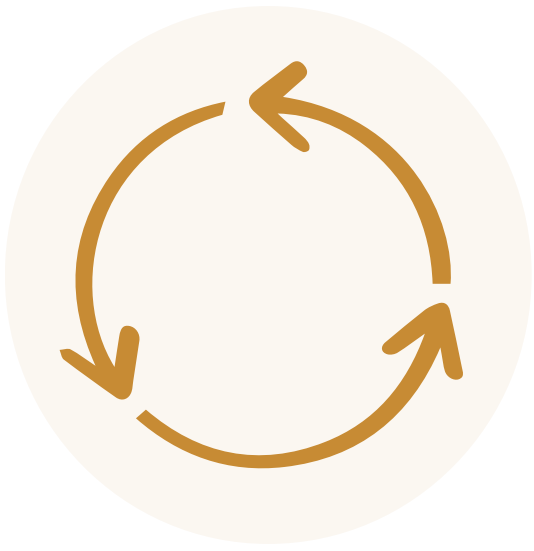
Partly — this happens inconsistently

No — this is weak or largely absent

01

RECURRING PROBLEMS ARE IDENTIFIED AS PATTERNS

- ☐ **Yes**
- ☐ **No**
- ☐ **Partly**



Repeated incidents are examined collectively rather than treated only as unrelated problems.

ASK?

Which issues have appeared more than once during the past year?

02

LESSONS ARE CAPTURED AFTER SIGNIFICANT EVENTS

- □ **Yes**
- □ **No**
- □ **Partly**

Important projects, incidents, failures and successes are reviewed so that useful learning is not lost.

ASK?

What did we learn, and where is that learning recorded?

03

LEARNING CHANGES THE WAY THE ORGANISATION WORKS

- □ **Yes**
- □ **No**
- □ **Partly**



Lessons lead to meaningful changes in processes, controls, responsibilities or decision-making where necessary.

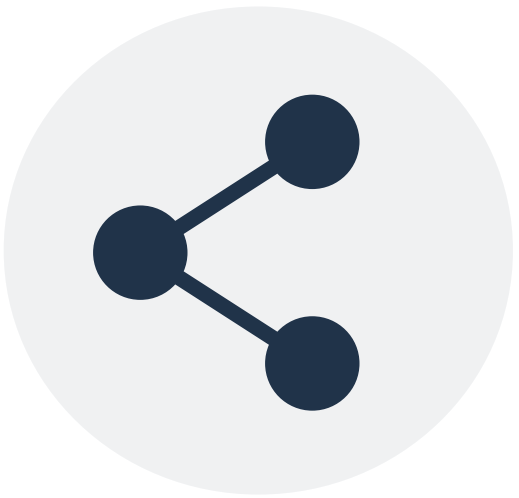
ASK?

What is now different because this happened?

04

CRITICAL KNOWLEDGE DOES NOT DEPEND ON ONE PERSON

- □ **Yes**
- □ **No**
- □ **Partly**



Important operational knowledge, relationships and organisational history are shared sufficiently to survive staff changes.

ASK?

What would become difficult if a key employee left tomorrow?

05

HANDOVER IS MORE THAN A TRANSFER OF FILES

- ☐ **Yes**
- ☐ **No**
- ☐ **Partly**



Role transitions include important context, current issues, relationships, historical decisions and known risks.

ASK?

Would a successor understand why things are done in a particular way?

06

POLICIES AND PROCEDURES RETAIN IMPORTANT CONTEXT

- □ **Yes**
- □ **No**
- □ **Partly**



Where appropriate, employees understand the purpose and risk behind important controls and procedures.

ASK?

Do people know only what the rule says, or also what problem it is intended to prevent?

07

LESSONS ARE SHARED BEYOND THE PEOPLE DIRECTLY INVOLVED

- ☐ **Yes**
- ☐ **No**
- ☐ **Partly**



Learning from one team, project or incident is shared where it is relevant elsewhere in the organisation.

ASK?

Who else could benefit from what we have learned?

08

CORRECTIVE ACTIONS ARE TESTED FOR EFFECTIVENESS

- □ **Yes**
- □ **No**
- □ **Partly**



The organisation checks whether corrective actions have solved the underlying problem rather than simply completing the agreed action.

ASK?

How do we know the problem is less likely to happen again?

09

LEADERSHIP REVIEWS REPEATED FAILURES

- □ **Yes**
- □ **No**
- □ **Partly**



Recurring issues are escalated when they suggest a wider weakness in systems, accountability or organisational capability.

ASK?

When does a repeated operational issue become a leadership or governance issue?

10

ORGANISATIONAL KNOWLEDGE IS DELIBERATELY RETAINED

- □ **Yes**
- □ **No**
- □ **Partly**



The organisation has practical ways to preserve useful knowledge through documentation, handovers, shared systems, reviews or structured conversations.

ASK?

Where does our most valuable organisational knowledge currently live?

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WHAT DO YOUR RESPONSES SUGGEST?

A strong organisational-learning system should make it increasingly difficult for the same failure to recur for the same reason.

If most answers are **Yes,** the organisation is likely converting experience into useful institutional knowledge.

Several **Partly** responses may indicate that learning depends on individual teams or managers rather than a consistent organisational approach.

Several **No** responses may suggest that valuable knowledge is being lost and that corrective actions are not yet producing lasting organisational improvement.

The purpose is not to achieve a perfect score.

LOOK FOR PATTERNS

- Where are lessons repeatedly rediscovered?
- Where does knowledge depend on individual memory?
- Where are corrective actions completed without evidence of improvement?
- Where could staff turnover expose the organisation to unnecessary risk?

THESE AREAS DESERVE ATTENTION.

5 QUESTIONS FOR YOUR NEXT LEADERSHIP DISCUSSION

1. Which decisions repeatedly take longer than they should?
2. What important knowledge would we lose if key people left?
3. Which lessons from past failures have genuinely changed how we work?
4. How do we transfer knowledge when responsibilities change?
5. How do we know that corrective action has created lasting improvement?

THE GOLDOURS PERSPECTIVE

Organisational learning is incomplete when a review has been held or an action has been closed.

Learning becomes valuable when it remains available to the organisation and influences what happens next. Retaining that knowledge can strengthen resilience, improve decision-making and reduce the cost of repeatedly solving problems the organisation has already encountered.

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GoldOurs works with boards and executive teams to strengthen governance, organisational resilience, accountability and organisational learning.

This checklist is intended as an initial discussion tool and not as a formal organisational assessment.