



Learning Organizations

What have we done?

What do we need to do?

5 Disciplines of Learning Organizations

-Peter Senge



Five Disciplines

1. Personal Mastery
2. Mental Models
3. Building a Shared Vision
4. Team Learning
5. **Systems Thinking**



Personal Mastery

- Continually clarifying and deepening our personal vision, focusing our energies, developing patience, and seeing reality objectively



Mental Models:

- Understanding the deeply engrained assumptions, generalizations, or mental images that influence how we understand the world and how we take action (management of offenders)



Building a Shared Vision

- Collaborative creation of organizational goals, identity, visions, and actions shared by members



Team Learning:

- Creation of opportunities for individuals to work and learn together (collaboratively) in a community where it is safe to innovate, learn and try anew



Systems Thinking:

** Senge emphasizes the 5th discipline as the most important*

- View of the system as a whole (integrated) a conceptual framework providing connections between units and members;
- The shared process of reflection, reevaluation, action, and reward



When we don't see systems

- We fall out of possibility of partnership
- We make up stories about one another
- We misunderstand one another
- We have our myths/prejudices about one another
- We become antagonists when we could be collaborators
- We separate when we could remain together
- We become strangers when we could become friends
- We oppress one another when we could live in peace



System Blindness

- Spatial blindness is about seeing the part without the whole (we have blinders on)
- Temporal blindness is seeing the present without the past (we make same mistakes)
- Relational blindness is seeing our system without relationships (we don't exist without them)
- Process blindness is seeing a process, without understanding the process of the whole. (We assume ours is the most important)



Spatial blindness

- We see the part without the whole
- We see what is happening to us but not what is happening elsewhere
- We don't see others' worlds, their issues and stresses
- We don't see how our world impacts on theirs and how theirs on ours
- We don't see how all the parts influence one another



Temporal blindness

- We see the present without the past
- We know what we are experiencing now, but not what has led to these experiences
- We know our satisfactions and frustrations, our feelings of closeness and distance, the issues and choices and challenges we are currently facing – all this we experience in the present
- But we don't see the history of the present, the story of our system that has brought us to this point in time.



Relational Blindness

- In systems we exist only in relationship to one another
- We are sometimes Top to others' Bottom
- Bottom to others' Top;
- We are sometimes in the middle
- Provider to Customer and reverse
- We become burdened tops, unsupported ends, torn middles, judged providers, done to customers, righteously dominant and righteously dominated



Process Blindness

- We don't see the processes of the whole as the whole struggles to survive
- We don't see how "it" differentiates in an environment of shared responsibility and complexity and how we fall into Turf Warfare with one another;
- We don't see how it individuates in a diffusing environment and how we become alienated from one another'
- We don't see how it coalesces in an environment of shared vulnerability and how we become enmeshed in group think with one another

Single-Loop Learning

Most common style of learning is really just problem solving — improving the system as it exists.



Double-Loop Learning

More than just fixing the problem, this style of learning involves questioning the underlying assumptions behind techniques, goals and values.

Learning Organization

Systems approach

"Reality is made of circles, but we see straight lines"

Peter Senge

- Learning organization is focused on the “tipping point” for implementing EBP and relies heavily on systems thinking – and feedback loops. E.g.
 - Reinforcing EBP– steady growth in advocates,
 - Checklist for system change
 - Building feedback loops – principles seven and eight.
 - Outcome based
 - Dashboard to represent progress.

**COMMUNITY
CORRECTIONS
PERFORMANCE
MEASURES:**

ESSENTIAL MEASURES
(critical for reducing recidivism)

TOTAL MEASURES

- SUPERVISION CONTACT FREQUENCY
- AVERAGE CASELOAD SIZE
- ELAPSED TIME BETWEEN TX REFERRAL AND TX START
- % CASES COURT ORDERS WERE MONITORED

- % HIGH RISK OFFENDERS REFERRED TO TX
- ASSESSMENT INTER-RATER RELIABILITY
- % CASES CRIMINOGENIC NEEDS WERE TARGETED