LEARNING:
THE FOUNDATION FOR AGILITY AND SUSTAINED PERFORMANCE

THE CRF LEARNING MATRIX

WORKING ON THE ORGANISATION

ORGANISATIONAL / PRODUCTIVE

Working in teams on increasing efficiency or productivity in the existing business.

EXAMPLES INCLUDE
- after-action reviews
- delivering management training on a social learning platform
- quality circles and application of other team-based continuous improvement methodologies.

ORGANISATIONAL / GENERATIVE

Using the collective wisdom of the team or organisation to come up with new solutions, identify new markets, and challenge existing assumptions.

EXAMPLES INCLUDE
- convening groups to identify the top ten emerging disruptive innovations in your market and work out how they might affect your business model
- online strategy 'jams'
- co-creation through action learning.

WORKING ON THE INDIVIDUAL

INDIVIDUAL / PRODUCTIVE

Learning that's focused on helping an individual improve performance in their role.

EXAMPLES INCLUDE
- sales training
- watching a video on how to manage a difficult conversation with a team member.

INDIVIDUAL / GENERATIVE

Helping individuals learn key skills to enable them to generate new ideas or strategies.

EXAMPLES INCLUDE
- teaching people critical thinking or strategic modelling skills
- teaching individuals design thinking methods.

PRODUCTIVE	GENERATIVE

THE CRF LEARNING MATRIX

Learning is a key mechanism through which organisations can deliver improved individual, team, and organisational performance. **This tool introduces the CRF Learning Matrix, and shows how to apply it.**

CRF research has identified two types of learning necessary for building capacity and sustaining performance in today's fast-changing business context.

- **Productive learning** helps people and organisations get better at what we already know how to do, with the goal of improving productivity, quality or customer service.
- **Generative learning** is collaborative, growth and innovation-focused, centred on imagining and building future scenarios, and sharing ideas and knowledge about new capabilities required in order to thrive.

Most formal learning in organisations is focused on improving individual performance.

While this is often necessary and worthwhile, we find that the greatest performance improvement occurs when learning is focused at the team or organisational level, where it can help the organisation achieve strategic change.

CRF's Learning Matrix shows how individual, organisational, productive and generative learning interact to drive improved individual, team, organisational performance.

A key challenge for the Learning function is to find ways of equipping people and teams across all levels, at scale, with the type of generative skills they and the organisation need to remain agile and adaptable in a fast-changing business environment.

APPLY

1. Sort your organisation's learning activities into the appropriate quadrant of the **CRF Learning Matrix**.

	PRODUCTIVE	GENERATIVE
WORKING ON THE ORGANISATION	ORGANISATIONAL / PRODUCTIVE	ORGANISATIONAL / GENERATIVE
WORKING ON THE INDIVIDUAL	INDIVIDUAL / PRODUCTIVE	INDIVIDUAL / GENERATIVE

2. Now answer the following questions.

- Do most of your activities fall into the **Organisational / Generative** box?
  (Remember that this is the type of learning most likely to greatly improve business performance).

- If not, how will you produce more of this type of learning?
  Identify three specific activities that you could implement that would fit into the **Organisational / Generative** box.

3. Finally, identify barriers to and facilitators of **Organisational / Generative** learning at your organisation. For example:

- Are resources an issue? Are there activities that can be scaled back from other quadrants of the **Learning Matrix** to free up resources?

- What skills and/or technology are needed?

- Which stakeholders do you need to engage?

WANT FURTHER INSIGHT?

Speed Read: **Building a Learning Organisation**

Report: **Learning – The Foundation for Agility and Sustainable Performance**

Video: **What are the Recent Trends in Learning with Nigel Paine**