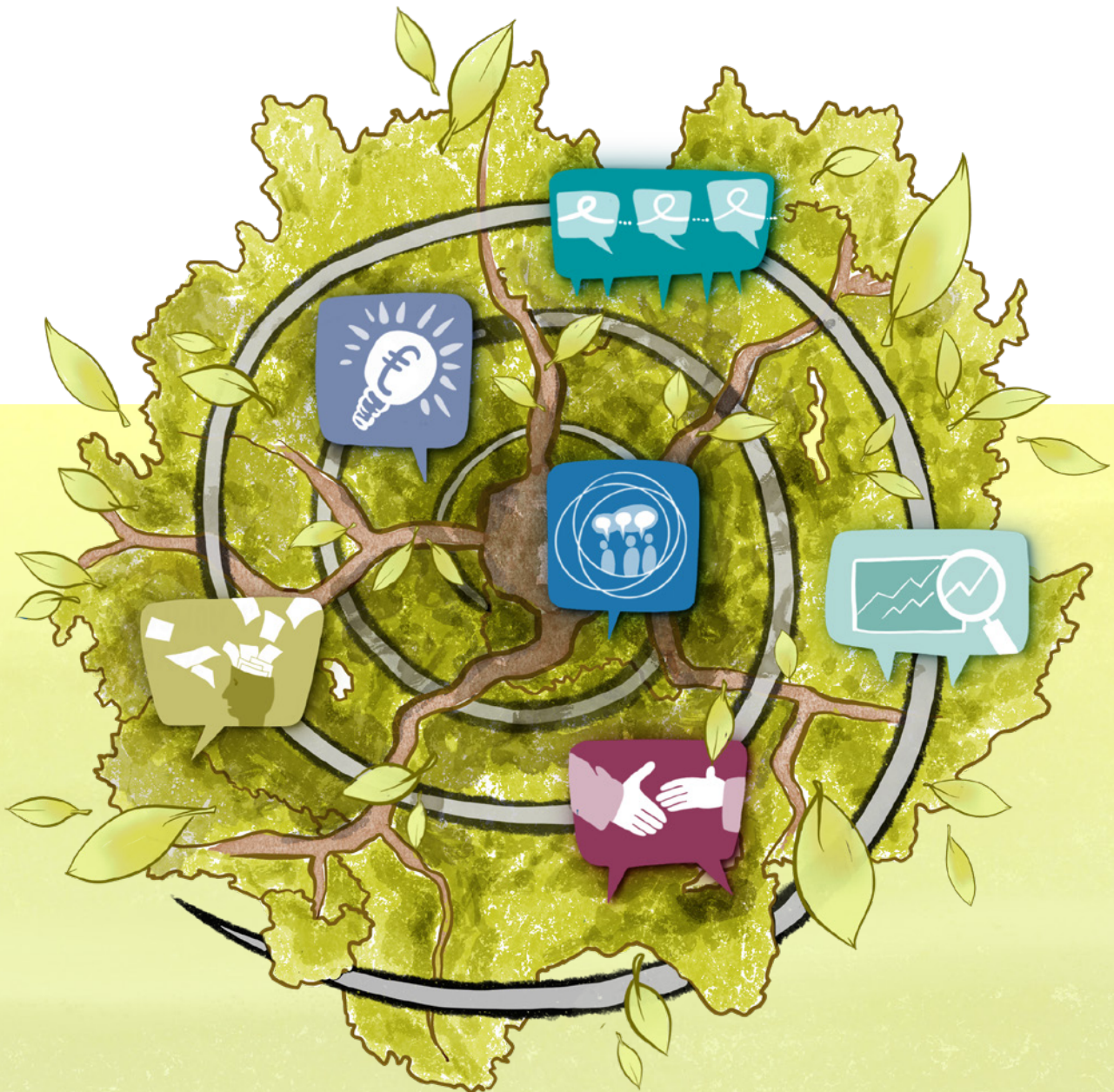




CEF

Connect. Learn. Act.

How a Line Ministry Can Become a Learning Organization



Funded by the
European Union

Implemented
by the CEF

Dear colleagues

Our aspiration in the last years has been to support individuals, teams and line ministries as institutions in learning and leading change, especially through structural reform planning, costing and budgeting. We want to inspire public officials to shape their institutional responses, contributing to making South East European (SEE) economies more successful and societies fairer.

For a decade, we have been working closely with line ministries in supporting capacity development of their officials through learning and knowledge sharing initiatives. We are convinced that the model of a learning organization is beneficial for line ministries in the Western Balkans and Turkey. It can significantly help them build formal and informal networks for collaboration across governments, especially through their involvement in the Economic Reform Programme (ERP) preparation process.

With this publication, we explain how the CEF's methodology of becoming and being a learning organization has dramatically strengthened our own base. It has eventually led to organizational growth and an increase in the overall scope, quality and impact of our activities. We share recommendations on how to embark on a journey of becoming a learning organization and start practicing principles that foster learning and knowledge sharing culture.

We present the building blocks of a learning organization. We hope it will enable ERP coordinators and their teams, as well as other institutional leaders from line ministries, to “continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”¹ In turn, they will strengthen their intra- and inter-institutional coordination as well as leadership skills centered around the effort to bring new thinking to designing structural reforms that support green, smart and fair economic growth.

Working together, we are looking forward to supporting ERP team members who are closely involved in negotiating, planning and coordinating the ERP process. We aim to help them achieve their objectives by making the best use of knowledge management principles in their teams and institutions.

Your CEF team



Visual Summary by Mireille van Bremen, www.thevisualcatalyst.com

Keywords

Learning organization is an institution where “people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”²

Knowledge is the capacity (potential or actual) to take effective action in varied and uncertain situations.³

Explicit knowledge is articulated, codified, stored and readily transmitted to others. It is more accurately and formally articulated, although removed from the original context of creation or use.⁴

Tacit knowledge is (hard to express) knowledge that resides in people’s heads. It is subconsciously understood and applied, difficult to articulate, developed from direct experience and action, and usually shared through highly interactive conversation, storytelling and shared experience.⁴

Experiential knowledge resides in people’s heads (including knowledge derived from experience) but can be converted into explicit knowledge through a process of documentation and capturing. It is a mix of explicit and tacit knowledge.⁴

Knowledge hub is an institution that has developed capacity to capture, package and share broad or very sector-specific experience with external partners to accelerate reform processes.⁵

Knowledge capturing is the process of converting tacit or experiential knowledge into an explicit representation, whether in a spoken or written, printed or online format. This can be done in focus groups, after-action reviews, storytelling, observation and listening, knowledge engineering (model creation), discussion groups, and so on.

Knowledge packaging includes filtering, editing, searching, curating and organizing pieces of knowledge. It usually involves a careful understanding of what has been already documented and representing it in a user-friendly format.⁵

Knowledge sharing is a subset of knowledge management, encompassing the exchange of knowledge within and across organizations. Although it can be one-directional, knowledge sharing in most cases is a two-way or multilateral exchange in which people learn from each other. Knowledge sharing is more than mere communication.⁴

Knowledge management is a systematic approach to help information and knowledge emerge and flow to the right people, at the right time, in the right context, in the right amount, and at the right cost, so that they can act more efficiently and effectively.⁶

Supporting line ministries in becoming learning organizations

Becoming and being a learning organization is a mission. It is our mission to best serve our constituency, and it is becoming an important one for many public institutions that we serve, too, including line ministries in the Western Balkans and Turkey. We at the CEF have experienced it ourselves.

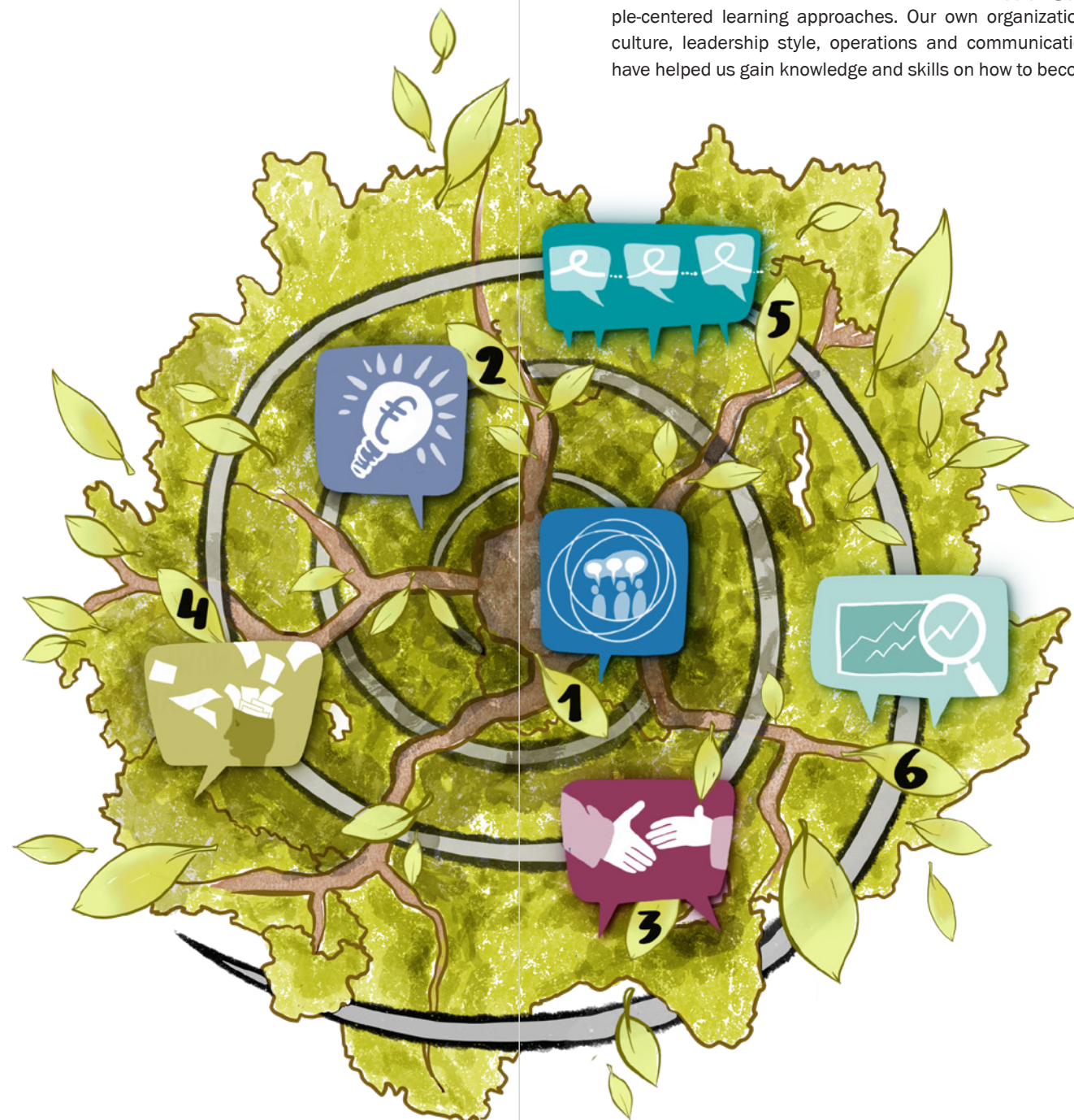
Through the years we have changed ourselves and our environment, and have become a leader in applying people-centered learning approaches. Our own organizational culture, leadership style, operations and communications have helped us gain knowledge and skills on how to become

and function as a learning organization. Through this living experience of becoming a learning organization, we have learned to support also other institutions in becoming learning organizations.

Inspired by the World Bank’s knowledge sharing capabilities framework, we have developed our own methodology of becoming and being a learning organization. It involves six building blocks that can empower public officials involved in the ERP process as confident and networked leaders of ideas, people and reforms; teams to achieve results based on institutional values and collaboration; and public institutions to improve their overall results.

Our aspiration is that all ministers, state secretaries, secretaries-general, human resource (HR) departments, communications departments, ERP teams, and other leaders from line ministries take the step forward and bring their institutions further in becoming learning organizations. Their mandates are complex, intertwining and multifaceted. In such a setting, they need to be the leaders of change who operate flexibly and find new ways to function and engage with the civil, academic and business sectors. Here, knowledge of organizational learning and knowledge management can help them gain capabilities to cope with the daily challenges.

In the next few pages, we will explore what it takes for a line ministry to become and be a learning organization. We will use the CEF’s methodology of six building blocks: (1) governance and culture; (2) funds for learning and knowledge sharing; (3) partnerships; (4) knowledge capturing, packaging and sharing; (5) communication about learning; and (6) monitoring and evaluation. After sharing our practices, we invite the reader to think and reflect on their own practices through several guiding questions. We conclude with how to embark on a journey to become a learning organization.



BLOCK 1

GOVERNANCE AND CULTURE

Becoming a learning organization cannot happen without a supportive culture and a proper knowledge management governance model. Knowledge always begins and ends with people, while technology and processes serve as enablers. Culture is the values, beliefs, norms and assumptions shared among members of the same group, team, unit and/or organization. If the values of knowledge sharing and continuous learning are not shared among all employees, it will be difficult for an institution to transform into a learning organization.

To overcome knowledge sharing challenges, we suggest for organizations to grow a knowledge sharing culture by:

- **Developing a clear knowledge sharing and learning vision** through a compelling purpose statement that everyone can understand and relate to, and that aligns with the institution's strategy. It should support individual development (skills and competencies) and innovation, and improve the quality of decision making at all levels.

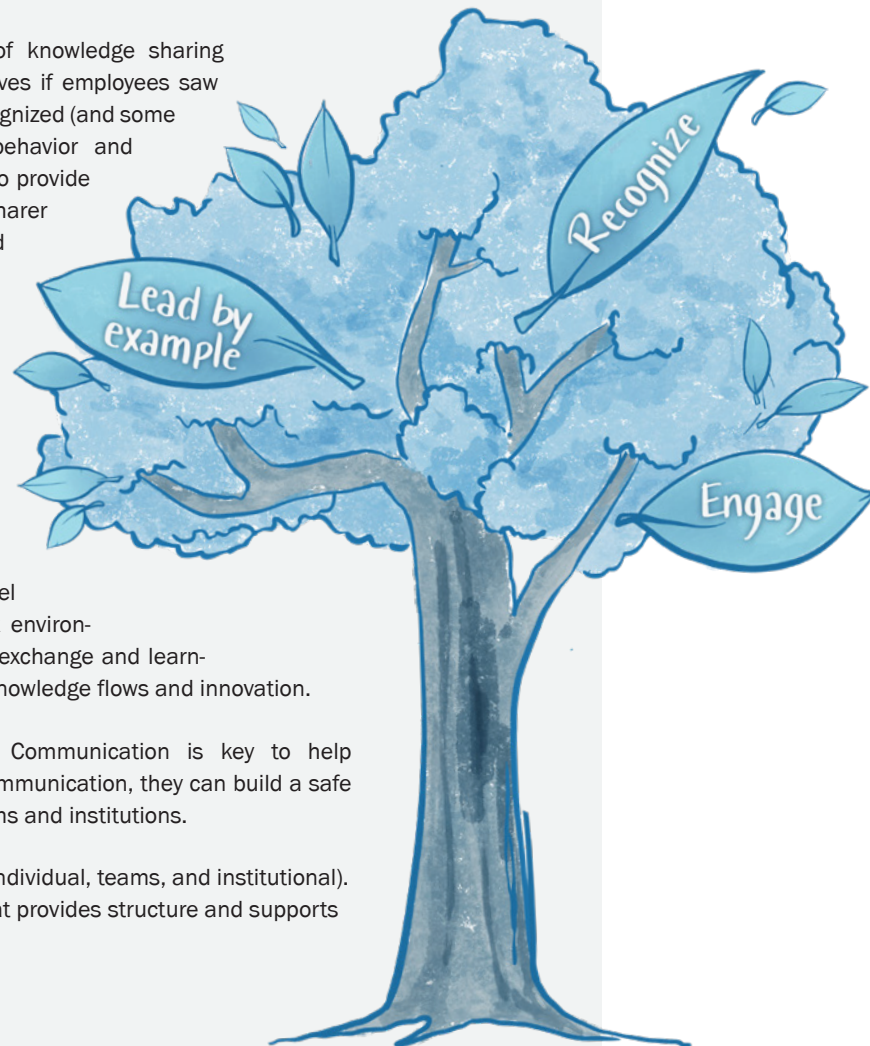
- **Encouraging leaders to walk the talk.** To gain credibility among employees, leaders must be engaged and lead by example. They need to regularly show that they learn and share knowledge, and also support the need for everyone else to learn and share knowledge. They should establish supporting policies and allocate adequate resources for knowledge sharing and learning activities. In addition, they should regularly acknowledge and recognize knowledge sharing behavior.

- **Recognizing and rewarding good practice.** A lot of knowledge sharing and learning initiatives would easily meet their objectives if employees saw "what's in it for them". Most employees expect to be recognized (and some potentially rewarded) for their knowledge sharing behavior and actions. Many non-financial mechanisms can be used to provide such recognition, like recognizing the best knowledge sharer of the month or using any other form of gamified mechanisms that can help people feel recognized by their peers.

- **Making it engaging.** Knowledge sharing and learning activities can be perceived as fun and meaningfully time-consuming tasks. Gamifying processes (collecting points, badges, achieving recognition levels) is a good way to encourage employees to compete against each other or to achieve higher goals. You can also simply make your events playful and engaging, so that your employees feel energized and unleash their creativity. Designing work environments (physical and/or online) that support knowledge exchange and learning opportunities also leads to fostering collaboration, knowledge flows and innovation.

- **Communicating, communicating, communicating.** Communication is key to help employees adopt the above practices. Through open communication, they can build a safe space to trust one another and grow as individuals, teams and institutions.

Such culture transformation must happen at all levels (individual, teams, and institutional). And it needs to be reinforced by a governance model that provides structure and supports the knowledge sharing and learning strategy.



HOW DO WE DO IT AT THE CEF?

Being a learning organization means synergy among the CEF governance bodies and staff members. Our governance, organizational structure and work distribution are determined by our vision, mission and values. We are developing a culture based on principles, conducive to sharing ideas, experiences and lessons learned. This involves new attitudes and behaviors: promotion of a coaching and mentoring culture, open-minded questioning, thoughtful listening, consideration of multiple options, and acceptance of opposing points of view.

We also promote a flexible, agile work environment. We adjust our office spaces and online collaboration tools to stimulate focus, inspire collaboration, and reflect our evolving organizational culture. The CEF learning space positively impacts the learning outcomes of the participants. That is why we continuously invest in equipping our classrooms with modern devices, and our online learning campus is adaptable to the needs of learners and knowledge sharing modalities.

HERE ARE SOME EXAMPLES:

- Leadership fosters learning and knowledge sharing on all occasions.

- CEF operations reflect the learning and knowledge sharing activities too. We design most of our processes organically and collaboratively to keep a balance between structured solutions and space for creative thinking that all team members are comfortable with.

- We consider CEF members as knowledge providers for the rest of the team. We support learning as it happens, through active involvement in co-solving problems, peer conversations, reflecting on what worked well and what did not, self-study, mentoring, and use of collaboration platforms (e.g. quarterly project meetings, internal knowledge sharing sessions, review meetings).

- Even our strategy development has been a collaborative effort – we recognize the importance of linking learning with our vision, mission, values and behavior. We build feedback loops and continuously revise the set objectives.

- Every year, we survey how we see our work environment and jointly review the results and identify opportunities for improvements. Every team member is encouraged to participate in specific change initiatives and propose new ones to improve the way we work towards achieving our strategy.



WHAT CAN YOU DO?

Think about the questions below:

- Do we have a vision of ourselves as a knowledge sharing and learning organization?
- How can our leaders and managers foster knowledge sharing behaviors?
- What are we doing to move away from the perception that "knowledge is power" to "knowledge sharing is power"?
- Is knowledge sharing and collaborative behavior recognized (and rewarded) and institutionalized?
- Are roles and responsibilities for knowledge sharing and learning clearly defined?
- Are we offering engaging knowledge sharing and learning activities?
- How do we systematically communicate through various channels the importance of knowledge sharing and learning?

BLOCK 2

FUNDS FOR LEARNING AND KNOWLEDGE SHARING

Well-planned resources for learning are an inseparable part of organizational learning. Financing is needed to properly support and sustain a knowledge and learning strategy. It also echoes the supporting engagement of institutional leaders toward becoming a learning organization.

Expect the largest budget cost (and efforts) to be allocated to **people** (~70%) followed by **processes** (~20%) and **technology** (~10%). Initial funding usually comes from the institution's central budget, which allows more focused coordination of spending across departments. As they become more and more engaged, they may request an additional dedicated budget for their department. Budgets can also come from a mix of supporting departments like HR and IT.

Funding is often internal but could also be external like public-private partnerships, donor funds, or developing new business models to provide knowledge (solutions) as a service.



HOW DO WE DO IT AT THE CEF?

The financial investment in organizational learning does not need to be high, as many of the learning opportunities can be obtained free of charge. However, it is important to plan learning and knowledge sharing investments based on each employee's needs. A learning organization is characterized by its resilience in times of crisis, and this is the payoff of years of investment in knowledge sharing.

HERE ARE SOME EXAMPLES:

- We regularly allocate an indicative annual budget for learning, used in line with the learning plans for each employee, as well as for other activities that we implement as a learning and knowledge sharing organization (see Block 1).
- Some of the knowledge sharing sessions with external guests also need a budget and therefore we establish an annual plan for these sessions. For internal knowledge sharing sessions, the CEF staff also invests time and resources that we keep track of.
- CEF members are invited to contribute to the CEF learning and knowledge sharing program (financially and free of charge).
- We have learned that with a small but well-planned budget and a lot of creativity and team work, the office space can be transformed and serve as a resource of creativity and team collaboration.



WHAT CAN YOU DO?

Think about the questions below:

- Do we have an adequate and sustainable budget to support knowledge sharing and learning activities?
- Does our budget take into consideration the 70% (people), 20% (process) and 10% (technology) resources/efforts needed?
- Have we considered external funding alternatives to support our knowledge sharing and learning activities?
- How much time do we allocate to learning and knowledge sharing in our jobs?

BLOCK 3

PARTNERSHIPS

In our VUCA (Volatile, Uncertain, Complex and Ambiguous) world, it becomes a prerequisite to operate in partnerships. This helps find collaborative solutions to challenges through knowledge exchange. It also provides external support and inspiration for promoting a knowledge sharing culture within the institution, and opportunities to share experiences and good practices with others.

Various forms of knowledge partnerships exist at different levels: local, national or international, more or less formal, short or long term. Knowledge can be exchanged through work relations, networks, twinning arrangements, joint ventures, or academic partnerships. Knowledge partners help **expand the skills base** of the organization, **support capacity development and innovation**, **adapt in a more agile way** and/or **support financing**⁷. Through partnerships, we also build trust and improve learning and personal growth. Ultimately, organizations should develop their own knowledge and learning ecosystem where various stakeholders learn and develop solutions jointly and co-evolve.



HOW DO WE DO IT AT THE CEF?

A learning and knowledge sharing organization is well connected externally. We too have not done it alone. We have systematically used partnerships to improve our learning and growth. Some of them are long-standing, such as the International Monetary Fund, the World Bank, the European Commission, and the Ministry of Finance of the Netherlands.

With our multifaceted partnerships, we achieve interconnected goals: governance that encourages an inclusive and collaborative environment and helps us achieve our mandate – governance-related partnerships; sustainable financing and appropriate diversification of donors – donor-related partnerships; and promotion of regional and global expertise that contributes to the relevance and ownership of our learning and networking program – knowledge sharing partnerships.

HERE ARE SOME EXAMPLES:

- We nurture mutually beneficial partnerships with institutions⁸ similar to us, academic partners and international organizations, with whom we exchange practices, and design and deliver joint activities.
- We are strongly connected with our constituency institutions. We are an important learning and knowledge sharing partner for ministries of finance, line ministries, tax administrations, central banks, and others.
- We see partners rather than project beneficiaries, and we organize honest and open discussions on their weaknesses, distinguishing between lack of skills and lack of coordination, while acknowledging also their strengths. We learn immensely from these conversations. They help us gain knowledge of the topics, learning formats and projects needed.
- We strive further to facilitate the establishment of various communities of practice and networks, like CEF Coordinators, ERP Coordinators, an online community of finance and line ministries finance officials, and so on.
- We actively include our partners in knowledge capturing and feature their stories as Voices of Partners⁹ on the CEF website.

WHAT CAN YOU DO?

Think about a few questions to identify partnership opportunities:

- Do we systematically use partners to improve our current operations?
- Could our existing knowledge partnerships be expanded?
- Could local, national or international partners help us deliver on our mandate more effectively?
- Are we ready to invest in mutually beneficial partnerships?
- Are we making use of academic partnerships and those with the civil and business sectors?
- Could we outsource some knowledge sharing tasks?
- Are we making systematic use of informal partnerships through our staff?
- Are we actively participating in knowledge networks?

BLOCK 4

KNOWLEDGE CAPTURING, PACKAGING AND SHARING

There is a lot of knowledge that resides in each institution. It needs to be captured (documented), appropriately packaged (in a learning event, knowledge product, or similar), and shared internally or externally. Identifying tacit knowledge and turning it into explicit knowledge is an important step for every team and institution. We look into whether an institution understands the knowledge it has and the knowledge it needs.

Based on the World Bank OKS approach,¹⁰ we need to first **identify** what knowledge is **critical** to our current and future activities. Are we searching for more efficient funding of health services, a system of monitoring the pension system effectiveness, or do we need knowledge of procurement systems in transport infrastructure development? Knowledge solutions that offer support in these questions can be considered critical and could be used as a starting point of our knowledge capturing journey. Teams could try to identify and map such type of knowledge and who owns it, so that it can be captured during the next step.

When it comes to knowledge **capturing**, various approaches can be used: interviews of experts (written and/or video), focus groups, after-action reviews, storytelling, observation and listening, knowledge engineering (model creation), and discussion groups. We recommend that knowledge capturing sessions are facilitated.

Once captured, the knowledge will benefit from being **validated** before being disseminated. Different approaches can be used for validation: validation committee, external expert review, self-review, peer review, crowd-sourced review, and so on.

Once the knowledge content has been validated, it is important to **format** it so that it can be easily understood and retrieved. For example, various templates exist for lessons learned that can be used to structure experience sharing in sections, like: What was the context and challenges associated with this knowledge? What solutions and actions were undertaken? What were the results? What lessons can be learned? This may also include recommendations for applying the knowledge in practice.

Once the critical knowledge has been captured, validated and formatted, it needs to be **disseminated**. Many channels suit for that: learning initiatives (workshops, conferences, online courses, webinars, blended learning events), knowledge repositories (case studies, value creations stories, books, brochures), communities of practice, knowledge sharing sessions, and others. Using multiple of them can help increase the chance that the knowledge will reach more people. Knowledge needs to flow to fully deliver its value.

Finally, the acquired knowledge will have to be applied in daily work and also **maintained** over time to make sure it remains relevant and up-to-date. For example, every year, an automatic e-mail could be sent to the knowledge owners/creators, asking them to review the previously captured knowledge and validate its accuracy and up-to-dateness.

Capture

Validate

Format

Disseminate

Maintain



HOW DO WE DO IT AT THE CEF?

This block is a meeting point between our own internal learning and being knowledge providers for others. We often merge and mix how we learn internally and how we deliver learning as a service. In the internal process, we are continuously capturing, packaging and sharing the knowledge of our staff, members and governance bodies. In the external process, we capture and curate the knowledge of various institutions and experts, support its packaging, and integrate it into learning initiatives through which learners share knowledge and experience in turn.

We apply people-centered learning approaches and put the learner at the center of our learning and knowledge sharing activities. We engage participants in the design, delivery and monitoring of our learning events, and build on their experience. We aim to make things happen together, adapting flexibly and innovatively to the changes we notice in our environment, the learning needs we capture, and the feedback we receive.

For our learning and knowledge sharing activities, we choose learning formats that fit the purpose, learning objectives, and location. They can be organized in classrooms, online or as combined (blended/hybrid) events, and can be of different duration. We are connecting individual activities by packaging them into different development projects and link them across our whole learning and knowledge sharing program by collaborating with knowledge partners, teams of public officials, and groups of experts.

HERE ARE SOME EXAMPLES:

- We tap into our own knowledge through Internal Knowledge Sharing sessions – spontaneous and voluntary sharing of knowledge on topics that staff members recognize as relevant and important. These sessions are often captured as videos or PowerPoint presentations and stored in our online library and internal academy.
- With regular External Knowledge Sharing sessions, we connect to what the world and the environment is doing, and get input and inspiration for the future programming process.
- The CEF Learning Blog¹¹ is also capturing knowledge of important issues in adult learning. It is validated by the internal team and disseminated on our website and in social media channels.
- For external capturing of knowledge, we publish Voices from the Region¹² and Voices of Partners¹³ where we capture, package and share the thoughts of the people with whom we work.
- We regularly organize internal trainings of trainers and develop our approach to learning.

WHAT CAN YOU DO?

The following questions may help you identify critical knowledge:

- What are the changes that our institution expects with the latest strategy? What are the key areas of skills, competencies and knowledge that we will need for these changes to be carried out by the staff?
- Is there a demand for such knowledge? Are employees asking or looking for such knowledge? Is it core to our current and future value proposition? Can this demand be steered?
- Is this knowledge specific enough (not too broad) and well defined to be captured and to be actionable for employees who want to re-use it in a similar situation?
- Can this knowledge be recorded and articulated, and is it easily accessible/available?
- Can the captured knowledge be easily shared/transferred later on? Can it be easily understood, reused and reapplied?
- Is the knowledge at risk of being lost if not captured? Is it owned by a few experts? Do they keep it to themselves until they retire?

BLOCK 5

COMMUNICATION ABOUT LEARNING

Facilitating organizational learning and knowledge sharing starts by identifying “what’s in it for me” for each employee, team and institution. It creates a safe space for the flow of information and knowledge exchange. Communication about learning looks into how an institution communicates internally and externally.

Branding and communication are very important for a successful organizational transformation to knowledge sharing and learning culture. Regular messaging and communication campaigns should be conducted to raise awareness of the need for knowledge sharing and learning. Communication campaigns help reinforce the desired behaviors and increase engagement. Every meaningful achievement, success story and achieved milestone needs to be celebrated and recognized. It is also useful to organize regular events around knowledge exchange and learning activities, knowledge fairs, knowledge markets, and so on.



HOW DO WE DO IT AT THE CEF?

Over the years, we have been making every effort to continuously find optimal ways for curating and communicating the information that is «right on time» and «tailor-made» for our own internal use and external audiences. We have been adding our voice on why particular content matters, and we have been sparking ideas and giving space for further engagement that may lead to the development of better practices for the future. These efforts go beyond simply gathering information and presenting it in reports or sharing links to interesting resources and data. Our communication activities have been tailored around having our target audiences recognize the answer to the question “what’s in it for me” (WIIFM).

We have been raising our visibility as a learning organization, illustrating the immediate impact and long-term results of our work as well as showcasing the region’s successes through different channels and tools: social media accounts, website, publications, CEF Learning Blog¹⁴, and other communication channels. We have developed the skills to tell stories about learning and changes in the region that lead to structural reforms. As such, communication has become an embedded element of learning and knowledge sharing for us.

HERE ARE SOME EXAMPLES:

- We have internal systems for communication on various platforms (Microsoft Teams, intranet, etc.) where we share the agendas of designed events, learning opportunities outside the CEF, important news or findings from our learning events, or simply readings that can be beneficial for our work.
- We have been diversifying our communication channels where we promote learning and knowledge sharing. Some examples are social networks to connect (with) people (Facebook and LinkedIn), micro-blogging tools (Twitter, Exposure), YouTube for videos, and Instagram for photos.
- Our newsletters are not only a promotion of our activities but they also contain resources on the learning process.
- We have developed our skills to tell stories about learning and changes in the region that lead to reforms. We have been leveraging both social and digital media to tell these stories and integrate them into our future learning initiatives. The CEF Digital Stories are a successful example of that.

WHAT CAN YOU DO?

Think about the questions below:

- Do we have a clear communication plan, with a clear message that addresses “what’s in it for me” and what behaviors are expected (for all audiences and stakeholders)?
- Do we use different communication channels (formal and informal, digital and traditional, internal and external)?
- Do we use storytelling techniques, so that everyone can easily imagine how they could apply similar approaches in their context?
- Do we organize regular fun and engaging knowledge sharing and learning events?
- Do we regularly report on the progress and success of our learning organization journey?
- Do we publicly recognize and reward employees who have made some impactful contributions?
- Do we promote the use of tools and technologies that support collaboration and knowledge flows?
- Are we being creative and do we use humor in our communication campaigns?

BLOCK 6

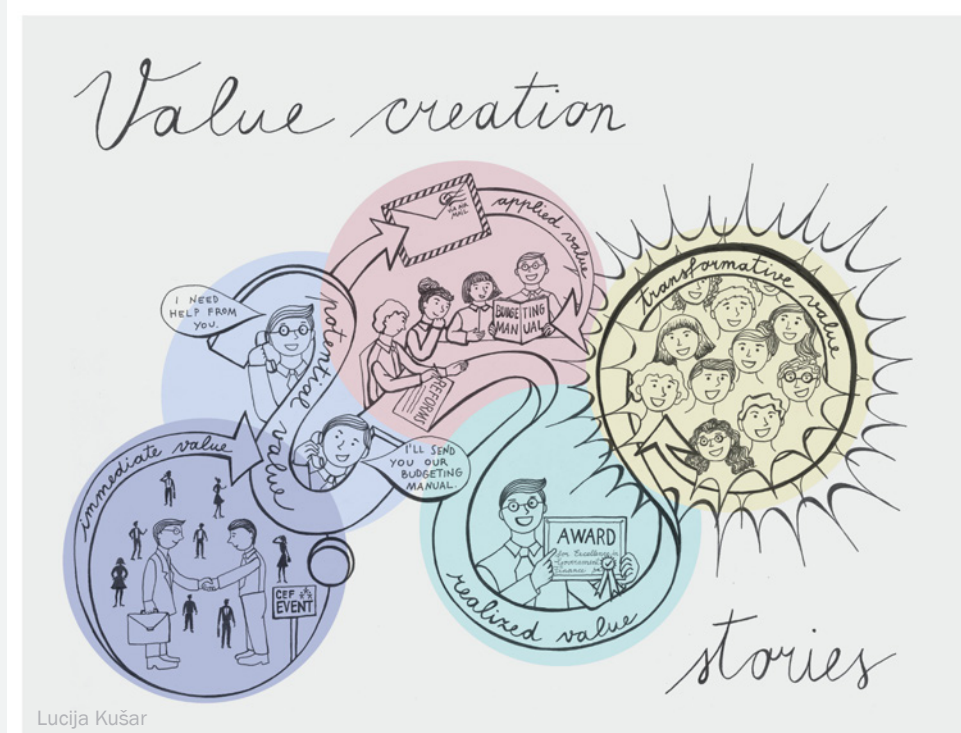
MONITORING AND EVALUATION

Understanding the causal chain that links investment in knowledge sharing to new ideas and institutional growth is complex. It requires investing in understanding and management. Yet, the typical challenge with learning and knowledge sharing is that it is not easily quantifiable. It does not typically happen linearly but rather reflects connected cycles.

Monitoring and evaluation are always important to see if and how progress in the capacity development of an institution is achieved. Alignment with the institutional strategy and other important documents can show if individuals, teams and institutions have managed to avoid knowledge risks that relate to human, technological and operational categories. This opens another cycle of knowledge creation.

As we well know, “What can be measured is not always important! What is important cannot always be measured!” Consequently, we need to be very careful of what we measure, how we do it, for what purpose and which audience. First, it is important to differentiate between output and outcome metrics. All metrics are important and should be defined in a top-down manner. We need to define the outcome that we expect to achieve, the processes that lead to this outcome, and the knowledge sharing and learning practices/tools/activities that lead and support these processes. Metrics need to be defined, measured and analyzed at every level.

The two models that can be used for monitoring and evaluation are the APQC's Knowledge Management (KM) Measurement Implementation model¹⁵ and the Value Creations Stories framework¹⁶.



HOW DO WE DO IT AT THE CEF?

To monitor and evaluate our work, we set targets pragmatically and flexibly. For our annual learning and knowledge sharing program, we frame the scope of activities and set priorities. We systematically measure the outcomes of activities and explore the causal chain that links investment in learning and knowledge sharing to newly emerging ideas and changes.

In promoting a learning culture, we value open and direct feedback, and develop processes to loop the lessons learned back into improving our daily work and reviewing our strategic direction, so that at the end we exhibit personal mastery, mental models, a shared vision, team learning, and systems thinking.¹⁷

HERE ARE SOME EXAMPLES:

- We develop project-related results frameworks, specific objectives for each activity, and performance standards.
- We collect learners' feedback on the usefulness and impact of our learning events to ensure that our learning initiatives reflect the learning needs of the countries we work with.
- We carry out post-event evaluation surveys at the end of each learning initiative, using an anonymous questionnaire. This helps us revise and improve our future learning initiatives on a particular topic and better meet participants' needs.
- We try to ensure the comparability of the survey instruments that we use across time to allow comparative analysis to the largest degree possible.
- The story told by quantitative indicators might not always be complete; therefore, we use the value creation stories framework.
- We have set up a database that supports tracking of learning by different learning opportunities, categories and staff members. The database also allows analysis of past learning events.
- We pay particular attention to building feedback loops from the post-event surveys and experts' report back to the program. These inputs become part of our learning.
- We have regular conversations between team members and their leaders on the lessons learned, opportunities for further growth, as well as the resources and partnerships needed.
- We organize internal thinking sessions for improved understanding of our organizational objectives and reflect on them in light of our own experience and changes in the external environment. This organizational results framework is part of our regular functioning.

WHAT CAN YOU DO?

Think about the questions below:

- Have we aligned our knowledge sharing and learning metrics to some organizational outcome metrics?
- Have we defined some relevant, significant and meaningful knowledge sharing and learning metrics?
- Have we considered using both quantitative and qualitative metrics?
- Have we selected SMART (Specific, Measurable, Achievable, Realistic and Timely) metrics?
- Are we systematically measuring and analyzing knowledge sharing and learning outputs?
- Do we have a budget and proper resources for monitoring and evaluation?

Where to start

In the previous chapters, we have described six building blocks that constitute a practical methodology of how an institution can systematically manage knowledge and become a learning organization. These chapters also offer insight into what line ministries, especially institutional leaders and ERP teams, can do to assess their readiness for taking the next steps. Specific details will vary greatly from institution to institution. Therefore, we are convinced that following the proposed methodology will help line ministries design their own processes and move towards where they want to be.

Institutional leaders have a strong role in this process. They can put the topic high on their agendas and acknowledge the importance of learning and knowledge sharing for the success of the entire line ministry. This investment will directly affect the capacity of line ministries to deliver on their mandates and meaningfully increase the performance of all – individuals and teams.

We are looking forward to support line ministries across the region to set up systems and processes that are supportive of effective learning and knowledge management.

Welcome to embark on a journey to become a learning organization!

To promote institutional knowledge management, line ministries can engage with us through:

- 1. Bilateral consultation meetings with institutional leaders on what it takes for an institution to become a learning organization.**
- 2. Study visits that envisage focusing on how to create an environment that supports learning and knowledge sharing (e.g. learning and knowledge sharing strategy, process and platforms for internal and external knowledge sharing, physical environment).**
- 3. On-the-job training about knowledge management and learning organizations with possibilities of job shadowing, coaching and mentoring.**
- 4. Engaging regional line ministry experts in the development, design and delivery of learning and knowledge sharing activities.**
- 5. Ready-made webinars and workshops, which also include training of trainers for a group of interested experts who will explore learning methodologies and tools and knowledge management topics.**

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CEF at a glance

OUR VISION

As leaders in learning, our vision is to inspire public officials, both individuals and teams, to shape institutional governance that drives successful economies and fair societies.

OUR MISSION

We support capacity development of public officials and their institutions in South East Europe through learning and knowledge sharing.

OUR VALUES

- **TRUST:** We trust ourselves and each other in our goal to deliver high-quality programs, support regional cooperation, and work effectively with our partners.
- **TEAM SPIRIT:** We respect, accept and support each other in combining our diverse roles and capacities.
- **FOCUS ON RESULTS:** We set clear and measurable goals with specific action plans and efficient use of resources, while also considering staff interests and capabilities.
- **ACCOUNTABILITY:** By aligning our personal integrity with clear organizational expectations, we take responsibility for what we do, how we do it and how this affects the world around us.
- **OPPORTUNITY TO GROW:** We are committed to support an environment where we grow as individuals and team(s).

We are developing **COACHING AND MENTORING CULTURE** by seeing the value and taking responsibility for developing ourselves and supporting capacity development of others.

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