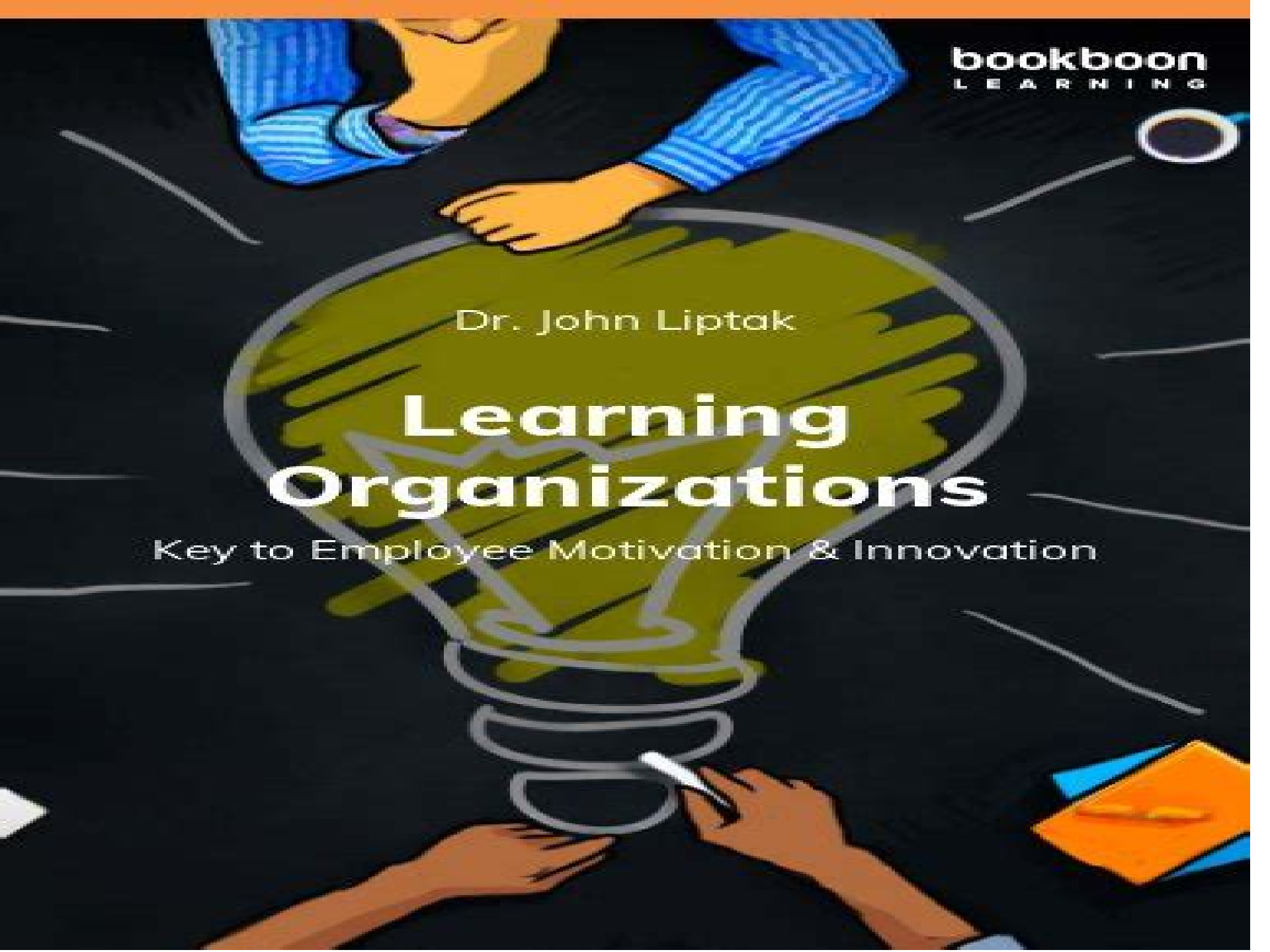


Dr. John Liptak

Learning Organizations

Key to Employee Motivation & Innovation



How Organizations Learn How Organizations Learn

Ruth Alas



How Organizations Learn How Organizations Learn:

How Organizations Learn Anthony DiBella, Edwin C. Nevis, 1997-10-15 Empower Your Business to Succeed by Learning How Organizations Learn gets to the practicalities and realities of organizational learning This is not a fad it s the outline of effectiveness for organizations of the future Parick Canavan corporate vice president and director of global leadership organization development Motorola In this essential volume authors DiBella and Nevis outline exactly what it means to be a learning organization And they offer sound advice on how to increase the learning capabilities of your own company Here you will discover a powerful array of tools and techniques for leveraging your organization s unique learning style as well as a productive framework that will help your company learn more fully and adapt more quickly in today s volatile marketplace A practical fusion of theory original research and real world methodology *How Organizations Learn* is the most comprehensive work to date concerning this all important competitive advantage

How Organizations Learn Ken Starkey, 1996 This major management theme of the 1990s is the learning organisation Starkey links the 2 concepts in a powerful volume of text and readings that brings together the key theories and points the way to future agendas for study

How Organizations Learn: A Communication Framework Richard Daft, George Huber, TEXAS A AND M UNIV COLLEGE STATION DEPT OF MANAGEMENT., 1986 This report assesses the current state of organizational learning theory using the story of American LaFrance a manufacturing company that went bankrupt because it failed to respond to changes in material and design technology Organizational learning has been implicit in the organizational literature for many years Previous research and theorizing can be categorized into either the systems structural perspective or the interpretive perspective on learning These two perspectives are reflected in the need for both data logistics and interpretation within organizations We proposed that the authors recommend specific design characteristics in written and oral communication on which could be used to facilitate either type of learning The four learning modes traditional bureaucracy extended bureaucracy self designing organizations and experimenting organizations presented

How Organizations Learn Patrick L. Townsend, Joan E. Gebhardt, 2007-07-31 Organizations learn effectively by following a three step cycle investigating the situation identifying failures and successes and institutionalizing the lessons so that they become the way things are done This book examines this 3 I learning cycle as it is used in the United States Army Prominent companies such as General Electric Motorola Harley Davidson and Amoco have taken advantage of the army s experiences as they ve moved through this cycle reinventing themselves as learning organizations These companies and more have gleaned valuable lessons from the army s After Action Reviews AARs and Center for Army Lessons Learned CALLs Parallels are drawn between the Army s experience and the quality movement Among the similarities are the idea that everything can be improved and the emphasis on integrating working and learning with each supporting the other The concepts of AARs and CALLs like many quality tools are relatively straightforward and easy to understand Nonetheless they require dedication and perseverance to implement fully and sustain

As with all quality concepts and tools though the results easily justify the effort *The Organizational Learning Cycle* Nancy M. Dixon, 2017-07-05 The Organizational Learning Cycle was the first book to provide the theory that underpins organizational learning Its sophisticated approach enabled readers to not only understand how but more importantly why organizations are able to learn This new edition takes the original concepts and theories and shows how they might and are being put into action With five new or completely revised chapters Nancy Dixon describes the kind of infrastructure organizations need to put in place there are examples of knowledge databases whole systems in the room processes and after action reviews originating from organizations that are making real progress with these ideas A clearer relationship between organizational learning and more participative forms of organizational governance is drawn along with responsibilities that employees need to take on to enable and partake in collective learning With new case material from BP the US Army Ernst and Young and the Bank of Montreal for example this book shows how you can make use of the collective reasoning intelligence and knowledge of the organization and channel it into its ongoing and future development **How Organizations Learn and Unlearn** Bo Hedberg, 1979 *Learning in Action* David A. Garvin, 2003-03-25 Most managers today understand the value of building a learning organization Their goal is to leverage knowledge and make it a key corporate asset yet they remain uncertain about how best to get started What they lack are guidelines and tools that transform abstract theory the learning organization as an ideal into hands on implementation For the first time in *Learning in Action* David Garvin helps managers make the leap from theory to proven practice Garvin argues that at the heart of organizational learning lies a set of processes that can be designed deployed and led He starts by describing the basic steps in every learning process acquiring interpreting and applying knowledge then examines the critical challenges facing managers at each of these stages and the various ways the challenges can be met Drawing on decades of scholarship and a wealth of examples from a wide range of fields Garvin next introduces three modes of learning intelligence gathering experience and experimentation and shows how each mode is most effectively deployed These approaches are brought to life in complete richly detailed case studies of learning in action at organizations such as Xerox L L Bean the U S Army and GE The book concludes with a discussion of the leadership role that senior executives must play to make learning a day to day reality in their organizations Organizational Learning Linda Argote, 2012-11-14 Why do some organizations learn at faster rates than others Why do organizations forget Could productivity gains acquired in one part of an organization be transferred to another These are among the questions addressed in *Organizational Learning Creating Retaining and Transferring Knowledge* Since its original publication in 1999 this book has set the standard for research and analysis in the field This fully updated and expanded edition showcases the most current research and insights featuring a new chapter that provides a theoretical framework for analyzing organizational learning and presents evidence about how the organizational context affects learning processes and outcomes Drawing from a wide array of studies across the spectrum of management

economics sociology and psychology Organizational Learning explores the dynamics of learning curves in organizations with particular emphasis on how individuals and groups generate share reinforce and sometimes forget knowledge With an increased emphasis on service organizations including healthcare Linda Argote demonstrates that organizations vary dramatically in the rates at which they learn with profound implications for productivity performance and managerial and strategic decision making

Organizational Learning and the Learning Organization Mark Easterby-Smith, Luis Araujo, John Burgoyne, 1999-06-22 The introduction chapter by Mark Easterby Smith and Luis Araujo introduces the reader to the unresolved issues with which the field is still grappling today All in all this is an interesting and useful book for both researcher and manager alike First and perhaps most importantly the book incorporates multiple perspectives on learning the psychological sociological and the philosophical Second the book is neither purely theory driven nor purely empirically driven Theoretical contributions are complemented by empirical studies which help to illustrate the application of the theoretical constructs I suspect that this would be of immense value to the practicing manager Finally the book provides a critical commentary on the state of the field in a nice compact way which should enhance its value to scholars in this area a book which is both useful and interesting

Organisational Studies Most importantly the book incorporates multiple perspectives on learning the psychological sociological and the philosophical provides a critical commentary on the state of the field in a nice compact way which should enhance its value to scholars

Organization Studies A valuable resource for academics and practitioners in management and corporate strategy as well as those involved in management training and development

European Foundation for Management Development This is a particularly interesting and useful work because it combines some chapters which deal primarily in concepts or indeed theories and others which describe the experiences of trying to carry out the practices involved in creating both either organisational learning and or the learning organisation

Industrial and Commercial Training The editors overall assessment is that there has been insufficient dialogue between the two camps of action research and theorizing As a contribution to mapping this divided house the text is an apt illustration of these problems The editor's overview is of interest

Stephen Gibb University of Strathclyde MCB University Press The debates surrounding concepts of organizational learning and the learning organization receive a welcome synthesis in this book

International experts explore the links between the two fields of enquiry which hitherto despite their intersecting concerns have represented separate constituencies literatures and perspectives The book provides a much needed integrated framework of concepts and theories which draws on current insights from management cognition theories of knowledge and learning management practice and work psychology

Continuous Learning in Organizations Valerie I. Sessa, Manuel London, 2015-06-03 There is already considerable literature on learning at the individual level and a growing body of literature on group and organizational learning But to date there has been little attempt to bring these literatures together and link learning at all three levels

Continuous Learning in Organizations targets learning at each of the three levels and

demonstrates how processes at one level impacts learning at other levels At the heart of the work is the idea that individuals groups and organizations are living systems with internal learning mechanisms that can be activated and supported or stymied and thwarted Once activated systems can learn adaptively by reacting to a change in the environment they can learn by generating new knowledge and conditions and or they can transform by creating and applying frame breaking ideas and bringing about radically new conditions Individuals groups and organizations are nested within each other forming an increasingly complex hierarchy of intertwined systems From this point of view the book describes the interactions between the levels and how developmental processes at one level affect learning at other levels The text appeals to both the scientist and professionals alike in the fields of human resource development training management and executive education coaching and organization change and development It is also for executives who establish directions for learning and need to convince others that continuous learning is the key to on going success of their enterprise

The Oxford Handbook of the Learning Organization Anders Örtengren, 2019-12-12 The concept of the learning organization is one of the most popular management ideas of the last few decades Since it was conceived as an idea in its own right it has been given various definitions and meanings such that we are still faced with the question as to whether any unified understanding of what the learning organization really is can be established This Handbook offers extensive reviews of both new and traditional perspectives on the concept and provides suggestions for how the learning organization can best be defined practiced studied and developed in future research With contributions from long standing scholars in the field as well as those new to the area this book aims to bridge the gap between traditional and more critical perspectives and in doing so find alternative features and angles to take the idea forward In addition to elaborating on and developing older definitions of the learning organization and suggesting updated and even new definitions the chapters also provide focused explorations on pertinent aspects of the learning organization such as ambidexterity gender inclusivity and systems thinking They also survey organizations that have made efforts towards becoming learning organizations how the learning organization can best be measured and studied and the universality of the idea itself Some of the questions raised in this book are answered or at least given tentative answers while other questions are left open In this way the book has the ambition to take the learning organization an important step further whilst having no intentions to take any final step instead the intention is that others will endeavour to continue where this book stops

Organizational Learning Michael D. Cohen, Lee S. Sproull, 1995-11-07 How do organizations learn change and adapt The chapters in this book contribute to the development of organizational learning theory in three ways They delineate its scope differentiating it from organizational ecology choice and individual learning demonstrate the explanatory power of a learning perspective and illustrate the application of research tools useful for the study of learning

Handbook of Organizational Learning and Knowledge Management Mark Easterby-Smith, Marjorie A. Lyles, 2011-08-17 The fully revised and updated version of this successful Handbook is welcomed

by management scholars world wide By bringing together the latest approaches from the leading experts in organizational learning knowledge management the volume provides a unique and valuable overview of current thinking about how organizations accumulate knowledge and learn from experience Key areas of update in the new edition are Resource based view of the firm Capability management Global management Organizational culture Mergers acquisitions Strategic management Leadership

Implementation of Changes in Chinese Organizations Ruth Alas, 2014-01-23 There are no commonly accepted theories of change that have been developed for China or countries in transition This book is an attempt to bridge that gap and provide a model which takes into account the specifics of organizational changes in Chinese organizations It looks at various aspects of change implementation in Chinese organizations including the types the process the readiness to change and ethical issues Theoretical framework is created for analysing changes in China Information is provided about types of changes in Chinese organizations Process of implementation of change in Chinese organizations is analysed

Social Work, Critical Reflection and the Learning Organization Mark Baldwin, 2016-04-01 A critical characteristic of human service organizations is their capacity to learn from experience and to adapt continuously to changing external conditions such as downward pressure on resources constant reconfiguration of the welfare state and rapidly changing patterns of social need This invaluable groundbreaking volume discusses in detail the concept of the learning organization in particular its relevance to social work and social services Contributors join together from across Europe North America and Australia to explore the development of the learning organization within social work contexts and its use as a strategic tool for meeting problems of continuous learning supervision and change The volume addresses a range of important topics from strategies for embedding learning and critical reflection in the social work learning organization to the implications of the learning organization for the new community based health and social care agenda

Learning Organizations Malva Daniel Reid, Jyldyz Bekbalaeva, Denise Bedford, Alexeis Garcia-Perez, Dwane Jones, 2021-09-06 Learning Organizations delves into why learning is an essential business operation how modern learning is different from industrial era training how to discover learning sources and opportunities how to design a learning environment and learning strategies that optimize the potential of every employee

Organizational Learning Linda Argote, 1999-01-31 Why do some organizations learn at faster rates than others Why do organizations forget Could productivity gains acquired in one part of an organization be transferred to another Learning curves have been documented in many organizations in both the manufacturing and service sectors The classic learning curve model implies that organizational learning is cumulative and persists through time However recent work suggests that firms also demonstrate depreciation of knowledge or forgetting Such understanding becomes more exciting as one looks at the link between learning and productivity Organizational Learning Creating Retaining and Transferring Knowledge describes and integrates the results of research on factors explaining organizational learning curves and the persistence and transfer of productivity gains acquired through experience

Chapter One provides an overview of research on organizational learning curves Chapter Two introduces the concept of organizational forgetting or knowledge depreciation Chapter Three discusses the concept of organizational memory Chapter Four argues that analyzing small groups provides understanding at a micro level of the social processes through which organizations create and combine knowledge Chapter Five describes results on knowledge transfer Chapter Six discusses various tensions and trade offs in the organizational learning process *Adult Learning and Education* Kjell

Rubenson,2011-01-07 As individuals and societies try to respond to fundamental economic and social transformation the field of adult learning and education is rapidly getting increased attention and new topics for research on adult learning have emerged This collection of articles from the International Encyclopedia of Education 3e offers practitioners and researchers in the area of adult learning and education a comprehensive summary of main developments in the field The 45 articles provide insight into the historical development of the field its conceptual controversies domains and provision perspectives on adult learning instruction and program planning outcomes relationship to economy and society and its status as a field of scholarly study and practice Saves researchers time in summarizing in one place what is otherwise an interdisciplinary field in cognitive psychology personality sociology and education Level of presentation focuses on critical research leaving out the extraneous and focusing on need to know information Contains contributions from top international researchers in the field Makes MRW content affordable to individual researchers **Essential Readings in Management Learning** Christopher

Grey,Elena Antonacopoulou,2004-09-28 This volume brings together some of the best writing published in the journal Management Learning since its re launch under this title in 1994 The selection very much reflects the mission of the journal to act as a showcase for innovative international and interdisciplinary work which covers a wide gamut of issues connected to management organizations learning and knowledge The field of management learning widely drawn in this way brings together some of the key preoccupations within several areas of management organization studies and social science more generally Learning and knowledge have become central themes within thee areas for several reasons both practical and theoretical These include the way that organizational learning is seen as a key source of competitive advantage and the wider analysis that individuals and organizations now inhabit a knowledge economy Theoretically recent years have seen emerging understandings of the social significance of communities of practice whilst learning in its many manifestations is increasingly seen as being imbricated in issues of power This latter points to one of the particular areas which has been a focus for the journal namely more critically orientated approaches to management learning This collection provides readings grouped under six key headings which reflect where some of the most influential and provocative work in the field has been done over recent years namely Organizational Learning and Learning Organizations Individual Learning Critical Approaches to Management Education and Learning Pedagogical Practice Globalization and Management Learning Beyond Management Learning Along with an editorial introduction this volume will provide a unique and invaluable resource for anyone studying

or researching management learning and cognate areas by bringing together some of the best peer reviewed work in the field Transforming Learning Sue Askew,1998-06-01 This study promotes a model of education which is collaborative and non hierarchical While traditional approaches to learning and teaching stress cognitive aspects of development and learning this text advocates an approach which synthesizes the cognitive affective and social dimensions of learning Revealing personal and social learning as being involved with the whole school experience the authors support the nature of learning within this radical model and highlight key social values such as equality respect and justice

Decoding **How Organizations Learn How Organizations Learn**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**How Organizations Learn How Organizations Learn**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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