OBJECTIVE: The objective of this search was to review a large body of peer-reviewed and other credible literature and synthesize it into a more focused and structured group of references related to the concept of the Learning Organizations. The goal of the search and synthesis was to explore the literature to answer questions like: How did the concept of the Learning Organization originate and who are its key proponents? What traits define a Learning Organization? What do case studies reveal about organizations’ attempts to embrace the concept of becoming a Learning Organization? How does an organization focused on training shift its focus from training to learning? What approaches differentiate Learning Organizations as applied by public sector agencies compared to the private sector or the military? How have state DOTs explored or applied the principles found in the literature regarding Learning Organizations? Are there tools to measure the extent to which an organization integrates and supports learning as a core part of its business strategy? What changes can VDOT implement to facilitate organizational learning (or similar adaptations) so that VDOT can respond more quickly to changes, apply innovative solutions to unforeseen challenges, make decisions more quickly, and function in a more proactive way overall?

SEARCH STRATEGY: This search focused on peer-reviewed and trade literature in transportation and business. Current literature was the primary focus of the search, particularly periodical literature, though seminal works (including books) are discussed.

DATABASES SEARCHED: The following subscription databases were searched: ASCE Library, Business Book Summaries, Business Source Complete, OCLC WorldCat, Compendex and TRID. In addition the freely accessible Google custom search State DOT Search Engine was also used.

KEY SEARCH TERMS: Key search terms included all forms of the following—Learning organizations, organizational learning, learning, training, public sector, private sector, military, double loop learning, knowledge management, innovation, personnel management, continuous learning, sharing, trust, evaluation, models, knowledge, lessons learned, communities of practice and intellectual capital.

NOTES: This search excludes citations that focus primarily on higher education, health care, software, manufacturing or business process reengineering. It also steers away from theoretical research in favor of trade publications, case studies and other works that describe how concepts related to organizational learning have been or are being applied. Few book citations are listed (though key books are mentioned) and book reviews are excluded.
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This document contains the results of a comprehensive search for information and documents related to a narrowly focused topic, and may include a synthesis of the topic and/or expert contacts at the time it was published. Links to print and online sources in this RSB show availability to VDOT employees at the time of publication. Full-text links may point to subscription content accessible only to authorized users.

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THE CONCEPT OF LEARNING ORGANIZATIONS FITS WELL WITHIN THE PURVIEW OF KNOWLEDGE MANAGEMENT (KM)—AND VDOT HAS ONE OF THE COUNTRY’S MOST RESPECTED KM PROGRAMS

OVERVIEW: The concept of the “learning organization” began to materialize in the late 1960s and is so well established today that it might be difficult to find any organization that does not aspire to be a Learning Organization. Many companies style themselves as learning organizations and it is sometimes argued that organizations that support learning and possess the qualities that increase the capacity of employees to learn are de facto learning organizations. But that assertion is considered an oversimplification in the eyes of the research community. In fact, one of the problems with framing the discussion this way is the implication that an organization either is, or is not, a learning organization. It is difficult to measure degree to which an organization facilitates learning. Therefore, that approach is problematic because it oversimplifies the complex and varied processes that underlie the concept of a learning organization as it is formally defined by the research community.

There is often a wide gap between the organization that attempts to become a learning organization, and one that successfully arrives—and stays—at that destination in the eyes of business experts. In addition, experts agree there is a difference between settings where individual learning is facilitated and settings where organizational learning occurs. The two are not mutually exclusive, though many organizations effectively achieve the former without ever achieving the latter due to factors some scholars now refer to as organizational “learning disabilities.” This helps explain why two companies can have similar learning initiatives in place, yet one develops a powerful esprit de corps or a compelling organizational culture that leads to a kind of collective intelligence and adaptability that results in a noticeable competitive advantage. That kind of transformation is sometimes referred to as a company that becomes “a learning system.”

So what exactly does it mean to be a learning organization?

‘LEARNING ORGANIZATION’ DEFINED: A simplified definition of a learning organization is any company, organization or agency that intentionally facilitates the learning of its employees as part of a process of continuous transformation. Learning organizations have developed as a result of the pressures facing modern organizations to adapt and remain competitive in the modern business environment. Therefore, the notion of the learning organization is one that, instead of repeating past mistakes, is comprised of empowered employees who rapidly create, acquire, and transfer knowledge. They create new knowledge and utilize that knowledge to modify their behavior or adapt existing processes, thus avoiding or lessening future mistakes. As noted by David Garvin’s 1993 Harvard Business Review article Building a Learning organization, (now more than 20 years old), scholars have proposed several definitions of organizational learning. Here is a small sample:


"An entity learns if, through its processing of information, the range of its potential behaviors is changed.” Source: George P. Huber, "Organizational learning: The Contributing Processes and the Literatures," Organization Science, February 1991.


"Organizational learning occurs through shared insights, knowledge, and mental models...[and] builds on past knowledge and experience -- that is, on memory.” Source: Ray Stata, "Organizational learning -- The Key to Management Innovation," Sloan Management Review, Spring 1989.

By 2006 Garvin had formulated characteristics that he believes define a learning organization:

"A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights.”
"New ideas are essential if learning is to take place."

"Without accompanying changes in the way that work gets done, only the potential for improvements exist."


BROADER, NARROWER AND RELATED TERMS

Today the body of literature on learning organizations is vast, with many broader, narrower and associated concepts, including: team building, trust, organizational communication, systems thinking, organizational, training, learning, organizational goals, collaborative learning, teams in the workplace, continuous learning, intellectual capital, innovation, customer feedback, human resource development and strategic planning.

The subject "organizational learning" was first articulated in the 1970s as a sub-field of the larger topic "organizational studies" (which originated in philosophy and educational psychology). Organizational learning is broadly defined as the process of creating, retaining, and transferring knowledge within an organization. Many concepts fall under (or near) the umbrella of organizational learning, including: knowledge management, knowledge transfer, communities of practice, organizational memory, network analysis, and too many other concepts to list briefly.

Such concepts are related, but each has a specific meaning within (and in relation to) the overarching concept of organizational learning. With that understanding, it is important to note that the concept of "organizational learning" and the concept of being a "learning organization" as defined in the literature are related but they are not identical.

THOUGHT LEADERS: Too many researchers, practitioners and consultants have expertise in organizational learning to be listed here, but a few names stand out as true thought leaders. Each has built upon the theories of their predecessors in ways that have moved concepts of learning organization from theory into practice. The term learning organization was first coined by Peter Senge whose seminal book The Fifth Discipline solidified the concept in 1990 (the book was later revised and republished in 2006). Senge is an acclaimed researcher, current director of the Society for Organizational Learning at the MIT Sloan School of Management and is generally recognized as the preeminent thought leader on the theory of learning organizations.

Peter M. Senge: Senge notes learning organizations are: "places 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." In the Fifth Discipline, Senge talks about "the continuous testing of experience, and the transformation of that experience into knowledge — accessible to the whole organization, and relevant to its core purpose." While these concepts may sound high-minded or overly idealistic, countless public and private organizations have attempted to implement the basic principles Senge outlines in an effort to gain competitive advantage in the marketplace. While Senge is considered the modern father of organizational learning theory, his work built upon the work of two important predecessors.

Donald Schön: Schön was an early contributor to the study of professional learning who attended Yale and Harvard. He is best known for his work related to "reflection in practice" and the concept of adaptation in the workplace, learning throughout the lifetime, using "lessons learned" and other feedback loops as a tool for reflection and continual improvement. Schön and researcher Chris Argyris collaborated on two well-known books in the 1970s - Theory in Practice and Organizational learning, which was revised and republished in 1996 as Organizational learning II. These books help form the basis for discussion of early learning theory related to organizations, but are considered somewhat theoretical by some workplace leaders. Schön passed away in 1997.

Chris Argyris: Argyris was a contemporary of Schön, whose career was launched in the early 1960s with research that explored the impact of formal organizational structures and how employees responded to them, shifting into explorations of organizational change. Argyris is best known for his theory (in collaboration with Schön) on the two types of learning — single-loop and double-loop—which refer to the way people respond to changes in their work environment. Single-loop learning is the repeated attempt at the same problem by an organization or individual, without varying the method or questioning the goal. Double-loop learning goes beyond that, modifying the goal in light of the lessons learned from experience. Argyris also helped develop the concept of "actionable knowledge" also known as "action science" discussed in his 1993 book Knowledge for Action: a Guide to Overcoming Barriers to Organizational Change. His work began to apply the theories behind organizational learning to the workplace, however, some business professionals have noted the need for concrete models to help implement Argyris’s ideas and for tools to help measure their performance. Argyris was Professor Emeritus at Harvard Business School. He passed away in 2013.
David Garvin: Today, aside from Senge, Garvin is the best known living researcher exploring learning organizations. Garvin is Professor of Business Administration at the Harvard Business School and teaches in the MBA and Advanced Management programs there. Garvin has helped clarify and apply Senge’s model in ways that help apply it in the workplace, noting that by definition a learning organization is one that effectively does two fundamental things. First, it acquires, creates, interprets, retains and transfers knowledge. Second, and more importantly it “acts” on that knowledge, and “modifies its behavior” to adapt and respond to a changing environment. He (and many other researchers and practitioners) has helped advance the concepts articulated by Schön and Argyris, and move from abstract concepts to more concrete prescriptions for steps that can be taken by organizations, and standards and tools managers can used to assess the degree to which an organization is turning into a “learning organization.”

FIVE KEY BACKGROUND SOURCES: There are a number of key resources that should be reviewed first to provide both a background for the theory of learning organizations and more importantly models for how to translate the theory to something that will work, and which can be measured, in the real world. One of the trends in the research literature over the past 15 years is the need to translate the theory of the learning organization into practice. To address that, researchers and practitioners have proposed models for applying Senge’s 5 disciplines. They often note and differentiate the different types of leaders at an organization that may be involved in learning, for example: Executive Leaders (top level support and vision for the concept), Local Leaders (in-the-trenches managers working on projects or leading teams that test whether increased learning initiatives lead to improved business results), Community Builders (internal networkers who aid in the diffusion of new learnings and advocate for communication and adaptation). Others have developed assessment tools (surveys or questionnaires) that can be used to quantify an organization’s readiness to become a learning organization, or to measure its success on the evolutionary path to becoming a learning organization.

Some precepts are discussed by virtually all researchers and practitioners who write or speak about the learning organization. For example, they all note that employees must be part of an organizational culture that rewards experimentation and measured risk taking as a path toward innovation, and which values openness and trust, expects and encourages the free exchange of information and knowledge among stakeholders, and has processes in place to help employees create, capture and share new knowledge. Most importantly, such companies acknowledge suboptimal practices and they apply new knowledge and new techniques learned from past experience to improve business practices and lead to better outcomes.

1. THE FIFTH DISCIPLINE: THE ART AND PRACTICE OF THE LEARNING ORGANIZATION. (BUSINESS BOOK SUMMARIES)

ABSTRACT: This 8-page synopsis relays the key concepts of Peter M. Senge’s 1990 book The Fifth Discipline. It is listed here because it distills a 445 page book (conservative reading time 10-12 hours) into 8 pages (reading time 10 minutes). The focal point of the book is Senge’s assertion that organizations can increase their capacity for learning through the practice of five disciplines: 1. Personal mastery; 2. Mental models; 3. Shared visions; 4. Team learning; 5. Systems thinking. The book and summary both focus special attention on the 5th discipline (Systems thinking) because that discipline binds all the rest together in a holistic approach.

NOTE: Related summaries in the Business Book Summaries Library include:

Building a Knowledge-Driven Organization (Robert H. Buckman)

Leading With Knowledge (Richard C. Houseman and Jon Goodman)

Built To Learn: The Inside Story Of How Rockwell Collins Became A True Learning organization (Cliff Purington and Chris Butler)

2. IS YOURS A LEARNING ORGANIZATION?

ABSTRACT: An organization with a strong learning culture faces the unpredictable deftly. However, a concrete method for understanding precisely how an institution learns and for identifying specific steps to help it learn better has remained elusive. A new survey instrument from professors Garvin and Edmondson of Harvard Business School and assistant professor Gino of Carnegie Mellon University allows you to ground your efforts in becoming a learning organization. The tool’s conceptual foundation is what the authors call the three building
blocks of a learning organization. The first, a supportive learning environment, comprises psychological safety, appreciation of differences, openness to new ideas, and time for reflection. The second, concrete learning processes and practices, includes experimentation, information collection and analysis, and education and training. These two complementary elements are fortified by the final building block: leadership that reinforces learning. The survey instrument enables a granular examination of all these particulars, scores each of them, and provides a framework for detailed, comparative analysis. You can make comparisons within and among your institution's functional areas, between your organization and others, and against benchmarks that the authors have derived from their surveys of hundreds of executives in many industries. After discussing how to use their tool, the authors share the insights they acquired as they developed it. Above all, they emphasize the importance of dialogue and diagnosis as you nurture your company and its processes with the aim of becoming a learning organization. The authors' goal -- and the purpose of their tool -- is to help you paint an honest picture of your firm's learning culture and of the leaders who set its tone.


3. TEACHING SMART PEOPLE HOW TO LEARN.


ABSTRACT: Before a company can become a learning organization, it must first resolve a learning dilemma: competitive success increasingly depends on learning, but most people don't know how to learn. What's more, those members of the organization whom many assume to be the best at learning-professionals who occupy key leadership positions--are, in fact, not very good at it. In this article, Harvard Business School professor Chris Argyris looks at human behavior patterns that block learning in organizations, explains why well-educated professionals are prone to these patterns, and tells how companies can improve the ability of their managers and employees to learn. Effective learning is not a matter of the right attitudes or motivation. Rather, it is the product of the way people reason about their behavior. When asked to examine their own role in an organization's problems, most people become defensive. They put the "blame" on someone else. This defensive reasoning keeps people from examining critically the way they contribute to the very problems they are committed to solving. The solution: companies need to make the ways managers and employees reason about their behavior a key focus of organizational learning and continuous improvement programs. Teaching people how to reason about their behavior in new and more effective ways breaks down the defenses that block organizational learning.

ACCESS: http://youtu.be/IUP4WcfNyAA

4. THE LEADER'S NEW WORK: BUILDING LEARNING ORGANIZATIONS.


ABSTRACT: Describes skills and tools for leaders who wish to develop learning organizations. Adaptive and generative learning; Significance of the principle of creative tension; Leadership skills needed; Listing of system archetypes that have the broadest relevance.

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5. BUILDING A LEARNING ORGANIZATION.


ABSTRACT: Continuous improvement programs are proliferating as corporations seek to better themselves and gain an edge. Unfortunately, however, failed programs far outnumber successes, and improvement rates remain low. That's because most companies have failed to grasp a basic truth. Before people and companies can improve, they first must learn. And to do this, they need to look beyond rhetoric and high philosophy and focus on the fundamentals. Three critical issues must be addressed before a company can truly become a learning organization, writes HBS Professor David Garvin. First is the question of meaning: a well-grounded, easy-to-apply definition of a learning organization. Second is management: clearer operational guidelines for practice. Finally, better tools for measurement can assess an organization's rate and level of learning. Using these "three Ms" as a framework, Garvin defines learning organizations as skilled at five main activities: systematic problem solving, experimentation with new approaches, learning from past experience, learning from the best practices of others, and transferring knowledge quickly and efficiently throughout the organization. And since you can't manage something if you can't measure it, a complete learning audit is a must. That includes measuring cognitive and behavioral changes as well as tangible improvements in results. No learning organization is built overnight. Success comes from carefully cultivated attitudes, commitments, and management processes that accrue slowly
and steadily. The first step is to foster an environment conducive to learning. Analog Devices, Chaparral Steel, Xerox, GE, and other companies provide enlightened examples. 


-Ken Winter, VDOT Research Library

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INITIAL READING: The following citations provide a good overall starting point for understanding the theory behind learning organizations, advice for how to build a learning organization, examples of model learning organizations, and lessons learned in putting theory into practice. Some of the articles listed here (and in the secondary reading section) appear to be duplicative, however, this is far from an exhaustive listing of citations. Items are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context at a glance. (Return to Contents...)

30 YEARS OF BUILDING LEARNING COMMUNITIES A DIALOGUE WITH PETER SENGE, OTTO SCHARMER AND DARCY WINSLOW, PART I.
ABSTRACT: Although the Society for Organizational learning was founded 15+ years ago, its roots go back almost 30 years. In this conversation, Peter Senge, Otto Scharmer, and Darcy Winslow look back at SoL's earliest form as a single program ("Systems Thinking and the New Management Style") and its evolution to its current state. In addition, they reflect on the role of individuals in systemic change, the ways in which we can leverage our impact as individuals and communities, and the essential role of cooperation and collaboration in sustainable organizational and global change. They consider what it takes to shift from "ego-system awareness" to "eco-system awareness," a shift they agree is fundamental to effecting sustainable change. Throughout the conversation, references to SoL's own capacity for development, and the evolution of related networks like the Presencing Institute, serve as a microcosm of every system's struggle to adapt and sustain itself.

30 YEARS OF BUILDING LEARNING COMMUNITIES A DIALOGUE WITH PETER SENGE, OTTO SCHARMER AND DARCY WINSLOW, PART II.
ABSTRACT: What story will children 75-100 years from now tell about how our current generation managed the tremendous large-scale challenges we face? And how can we - as individuals and communities - begin to change our trajectory so that the narrative our descendants weave is one of renewal rather than of destruction? In part two of their dialogue on the role of cross-organizational communities such as SoL and the Presencing Institute in a changing world, Peter Senge, Otto Scharmer, and Darcy Winslow look at the need to renew civilization from its roots rather than attempting to fix our broken institutions. They explore ways we might join together to "open a crack to a future that is different from the past" - and in the process create a genuinely "flourishing" society.

6 WAYS TO SINK A GROWTH INITIATIVE.
ABSTRACT: The conventional wisdom about how best to pursue growth-launch a slew of initiatives in high-potential areas; appoint some promising young managers to lead them; locate them safely away from the established businesses-is a recipe for failure, according to the authors. Meanwhile, CEOs spend too much time on managing today's earnings and too little time on building the kind of learning organization and culture that growth requires. This article explores six common mistakes that executives make in this arena: 1. Failing to provide the right kind of oversight. The CEO should spend meaningful time with the team and with potential customers. 2. Not putting the best, most experienced talent in charge. Seasoned executives in the core businesses, rather than ambitious young MBAs, should be assigned to growth initiatives. 3. Assembling the wrong team and staffing up prematurely. CEOs should focus on capabilities, not who's available, and staff up only when the strategy, business model, and value proposition are clear. 4. Taking the wrong approach to performance assessment. Milestones relevant to each stage of an initiative's development should be established, and key assumptions in the business plan should be linked to the financial forecast. 5. Not knowing how to fund and govern a start-up. The funding of early-stage ventures should be separated from the corporation's annual budget cycle. 6. Failing to leverage the organization's core capabilities. CEOs must play a central role in helping growth initiatives tap the resources of the core businesses. INSETS: Focus on Capability, Not Availability;How to Lead Growth Initiatives: Guidelines for CEOs;How to Lead Growth Initiatives: Guidelines for CEOs.

ACQUIRING ORGANIZATIONAL LEARNING NORMS.
ABSTRACT: 'The Learning organization' is a configuration of learning norms (called a learning prototype here), which is seldom related to varying levels of learning needs. This article assumes that organizational environmental complexity and dynamics define four learning needs levels. Consequently, four learning prototypes exist that best treat the learning needs. The extent of match between learning needs (which are increasing in modern
organizations) and required learning norms define an organization's learning capabilities. Deutero learning is the acquisition of these learning capabilities. Four case studies describe the accumulations and unlearning processes with regard to the related learning norms. These adjustments of the related policy, responsibility, action and procedural learning norms are enabled and constrained by organizational environmental factors. This article also suggests that Nonaka and Takeuchi's 'knowledge creation company' prototype may be effective at all learning needs levels, but inefficient in less than high learning needs situations.

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ADAPTING TO CHANGE: CREATING A LEARNING ORGANIZATION.

CITATION: Michael J. Dowling. , Public Relations Strategist, 2004, Vol. 10, No. 2, 10-13. ABSTRACT: Discusses the experiences of North Shore-Long Island Jewish Health System in Great Neck, New York, in transforming itself into a learning organization, where workers at all levels have the opportunity to develop and grow professionally. Importance of developing such a work environment in the health care industry; Creation of a unique model for organizational learning; Importance of strategy and communications; Leadership change.


ADVANCING PROJECT MANAGEMENT IN LEARNING ORGANIZATIONS.

CITATION: Lynda Bourne and Derek H.T. Walker. , Learning organization, 2004. Vol. 11, No. 3, 226-243. ABSTRACT: Effective project managers are required to have both "hard" technical skills to help control the iron triangle of time, cost and functional scope as well as relationship management skills to work effectively with people and get the best out of them. This paper argues that project managers also need a third skill: we refer to it as tapping into the power lines. This is a skill beyond the management of schedules, budgets and milestones, beyond leading project teams or managing suppliers and users, and even beyond what is commonly regarded as managing a project's senior stakeholders. The hypothesis, based on data gathered from three case studies, is that there is a need for project managers to be skilled in managing at the third dimension in large organizations; to understand the need for, have the ability, and be willing, to "tap into the power grid" of influence that surrounds all projects, particularly in large organizations. Without third dimension skills, project managers and their organizations will find delivering successful project increasingly more difficult. The second part of this paper will discuss how project managers might achieve competence in managing the third dimension both through individual effort and with the support of the learning organization.

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ALIGNING LEARNING WITH BUSINESS STRATEGY.

CITATION: Rita Smith. , T+D, 2008. Association for Talent Development. Vol. 62, No. 11, 40-43. ABSTRACT: The article discusses the strategy used by the Ingersoll Rand University (IRU) to engage leaders from all levels of the business in all aspects of its institutional design and key operational processes. The university created a ladder of engagement model, which depicts distinct roles for leaders with progressively increasing levels of engagement in the university's processes. It also offers opportunities for leaders to engage with IRU's curriculum design, development, and delivery. IRU Vice President of enterprise learning Rita Smith believes that the formula for successfully aligning learning organizations with business strategy is leadership engagement plus business rigor equals alignment.


ANATOMY OF A LEARNING ORGANIZATION: TURNING KNOWLEDGE INTO CAPITAL AT ANDERSEN CONSULTING.

CITATION: Gezinus J. Hidding and Shireen M. Catterall. , Knowledge & Process Management, 1998. John Wiley & Sons, Inc. Vol. 5, No. 1, 3-13. ABSTRACT: Much has been written about knowledge management and 'learning organizations'. But what type of organization structure best supports becoming a learning organization? In this article, we describe a conceptual model of the learning process that applies to individuals, to teams, to divisions and to an organization as a whole. Related to the learning processes, we describe three different types of knowledge--experiential, formalized, and emerging--and explain how each type requires a different style of management. A key contribution of our research is insight into the need to manage emerging knowledge; today, most organizations fail to recognize how to capture and manage this type of knowledge. We describe two organizational elements that are new relative to traditional organizations. We conclude by relating the various learning processes and the associated types of knowledge into an 'anatomy of a learning organization'. Throughout this article we use indented italicized paragraphs to describe various aspects of Andersen Consulting's change journey to become more of a learning organization.


ARE THE RIGHT PERSONS INVOLVED IN THE CREATION OF THE LEARNING ORGANIZATION?

ABSTRACT: A conventional explanation of the short notice that many management ideas get is that they are only fashions. This article presents a complementary explanation. Based on Jung's personality types and my own experiences, I suggest that mostly only people with a certain type of personality become interested in ideas such as the learning organization. I further argue that all four of Jung's personality types must join in the sculpting of learning organizations if organizations are to succeed in becoming such organizations and continue being it, and, accordingly, if the idea is to survive in the long run.


ARE YOUR EMPLOYEES THINKING?
ABSTRACT: Reveals that the concept of the learning organization inhabited by people with well-tuned critical-thinking skills has not been adopted in corporate America according to a study. Three attributes shared by companies which instill critical thinking in their corporate culture; View of Quinn Spitzer, executive of Kepner-Tregoe, on critical thinking.


BEGIN WITH THE BUSINESS IN MIND.
ABSTRACT: The article discusses how learning leaders can help their organizations align initiatives with business goals, measure initiatives the way a company measures performance, and manage the learning organization like a business. It details the key components of strategic alignment in a company which include operational blueprint and competitive position. It also explores the importance of helping the business prioritize strategic initiatives.


BEING TAUGHT HOW TO LEARN.
ABSTRACT: The article focuses on a mission undertook by Coopers & Lybrand LLP (C&L) of building a learning organization. The company identified learning as a strategic competence, and saw it as a basis for the evolution of its business. Improving its ability to learn continuously appeared to be central to dealing with the changes C&L saw in its markets. At C&L they defined a culture of continuous learning as one in which every individual in the firm is dedicated to increasing their capacity for action. In return, the firm provides opportunities to learn. The company's human capital development strategy starts with hiring the best people and goes on to developing their individual capability during their professional life, while assimilating their learning into corporate assets. C&L's strategy is based on three stages of change: understanding and mobilizing for learning, building the basis of a learning culture and what the company calls "lighting up the city". For each of the three stages, C&L has defined both cultural change objectives and what has to happen in the organization if these changes are to be achieved.

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BEST PRACTICES FOR HIGH-IMPACT LEARNING.
ABSTRACT: The article highlights the study conducted by the Bersin Associates on "The High-Impact Learning organization" in the U.S. According to the author, research participant General Motors has indicated that continual reinforcement of training by management is the best driver for professional development. Moreover, L&D professionals also play an important role in building, supporting and enhancing a company's learning culture. ACCESS: https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=33423986

BRINGING TALENT INTO FOCUS.
ABSTRACT: The article focuses on Luxottica Retail North America which is featured as a successful learning organization. Luxottica's director of talent management and learning strategy, Mary Pater, comments on the company's programs for leadership training and career development. Sean Dineen, vice president for training and development at Luxottica, mentions the programs' use of experience-based learning and best practices benchmarking. Professional development specialist Annette Brown comments on the company's brand structure and web-based learning strategy.

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BUILDING A HEALTH AND SAFETY LEARNING ORGANIZATION.
ABSTRACT: Proposes to apply the concept of learning organization in industrial safety management. Discussion of
five fundamental learning disciplines; Systems thinking; Personal mastery; Mental models; Shared vision; Team learning.

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BUILDING A LEARNING ORGANISATION.
ABSTRACT: Presents information on how to build a learning organization. Explanation on the concept of learning organization; Components of learning organizations; Impact of knowledge management on learning organizations.

BUILDING A LEARNING ORGANIZATION.
ABSTRACT: A learning organization continuously acquires, processes and disseminates throughout the whole organization knowledge about markets, products, technologies and business processes. This knowledge is based on information from customers, suppliers, competitors and a range of other sources. Learning organizations reach a shared interpretation of this information, which enables rapid, decisive action to exploit opportunities and confront problems. Organizational learning is the development and use of new knowledge, which results in a behavior change, thereby improving performance. The most basic form is adaptive learning, which is usually sequential, incremental and focused on the opportunities within the organization's traditional scope of activities. Generative learning occurs when the organization is willing to question deep-seated beliefs about its mission, customers, capabilities or strategy. It requires a new way of looking at the world through an understanding of the systems and relationships linking key issues. Learning organizations are led by strong individuals with vision and the ability to develop and empower employees.
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BUILDING A LEARNING ORGANIZATION.
ABSTRACT: Presents an abstract for the article "Building a Learning organization," published in the June 1993 issue of the journal "Harvard Business Review." Elements needed to build a learning organization; Need to open up boundaries and stimulate the exchange of ideas; Foundations for building learning organizations.
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BUILDING A LEARNING ORGANIZATION AT COOPERS & LYBRAND.
ABSTRACT: Focuses on Coopers & Lybrand's use of a learning organization as part of the company's strategic planning. Learning as critical to enhancing and realizing the value creating potential of the company; Five considerations in making learning a priority process; Use of scorecard to look at client and staff satisfaction, financial performance and risk; Integration of learning in the company's incentive system.
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BUILDING A LEARNING ORGANIZATION. (COVER STORY).
ABSTRACT: Discusses the need for companies to recognize the links between learning and continuous improvement in order to build a learning organization (LO). Failure of continuous improvement programs; Need for meaning, management, and measurement issues in creating a LO; Definition of a LO; Five main activities of a skilled LO; Inadequacies of prevailing learning measurement techniques. INSETS: Definitions of organizational learning; Stages of knowledge.
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BUILDING A LEARNING ORGANIZATION: UNDERSTANDING THE TWO TYPES OF ORGANIZATIONAL LEARNING.
ABSTRACT: The article discusses organizational learning and focuses on two ways to accomplish such. The first step towards becoming a "learning organization" is to choose the correct way to approach problem-solving. It is people who learn and not organizations, and the more the culture supports learning, the more often the problem is solved the first time. More information is given.

CHANGING HOW WE WORK TOGETHER.
ABSTRACT: Interviews several managers on the importance of organizational management. Element of spiritual practice; Exploration of human desire to organize; Characteristics of a meditator.

THE CLO'S TOP 11 SUCCESSFUL PRACTICES.
ABSTRACT: The article discusses the functions of Chief Learning Officers (CLOs) on developing organizations in the U.S. It states that it is important for the learning leaders to focus in learning initiatives that are aligned with a high-level business purpose. Sharing information that could provide comparative data for learning organization's comparative advantage that can strengthen credibility and provides opportunities is also their task.

COGNITION, CULTURE AND COMPETITION: AN EMPirical TEST OF THE LEARNING ORGANIZATION.
ABSTRACT: This research examines the principal assumption underlying the learning organization literature that organizational learning leads to increased organizational performance and explores the role of organizational learning, culture and focused learning on organizational performance. The study is based on a stratified sample of 181 UK construction firms and adopts a structural equation methodology. As no scales exist from prior research, a new instrument is developed for a learning organization. The results suggest that double-loop learning and cooperative cultures have a positive effect on organizational performance. The effect of competitive forces means that organizational learning focused on efficiency and proficiency leads to competitive advantage in the UK construction industry.
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COMMUNITIES OF COMMITMENT: THE HEART OF LEARNING ORGANIZATIONS.
ABSTRACT: This article explores the shifts in guiding ideas concerning contemporary industrial management. Organizations are microcosms of the larger society. Thus, at the heart of any serious effort to alter how organizations operate lies a concern with addressing the basic dysfunctions of our larger culture. We believe that there are three fundamental problems with our current paradigm which are the fragmentation, competition and reactivity. The analytic way to address a complex situation is to break it into components, study each component in isolation, and then synthesize the components back into a whole. For a wide range of issues, there is little loss in assuming a mechanical structure and ignoring systemic interactions. Today, fragmentation is the cornerstone of what it means to be a professional. In business, fragmentation results in walls that separate different functions into independent and often warring fiefdoms. Product designers, for instance, disregard marketing surveys and transfer what it means to be a professional. In business, fragmentation results in walls that separate different functions into independent and often warring fiefdoms. Product designers, for instance, disregard marketing surveys and transfer what it means to be a professional. In business, fragmentation results in walls that separate different functions into independent and often warring fiefdoms. Product designers, for instance, disregard marketing surveys and transfer what it means to be a professional. In business, fragmentation results in walls that separate different functions into independent and often warring fiefdoms. Product designers, for instance, disregard marketing surveys and transfer what it means to be a professional. In business, fragmentation results in walls that separate different functions into independent and often warring fiefdoms. 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of practice theory can inform the design of learning-based programs in order to link individual and organizational learning better. Learning is often considered a major contributor to the success or failure of an organization and, through learning, organizations develop new, and possibly rare competencies that enables them to gain or sustain a lasting competitive advantage and continued sustainable growth. This is an investment in human capital. The purpose of this research is thus to see how communities of practice, as part of a management development trajectory, can serve as the link between individual and organizational learning thus increasing effectiveness of the program. An analytical inductive approach was taken to the research. First, a review of the literature on communities of practice, individual, group and organizational learning led to the development of an analytical framework for understanding learning at each level, and how they could be linked. Quantitative data from participant surveys and qualitative data from a longitudinal case study was used to test the framework. The research showed that individual learning and group innovation are intertwined process occurring naturally in communities of practice. According to the analytical framework developed for this study, organizing communities of practice as part of human resource development trajectories is a valid strategy for increasing their effectiveness.

The research has some limitations. For example, factors important to the functioning of the community of practice itself were not assessed or considered. Variations in learning might be attributed to the quality of implementation, guidance, or other unknown reasons and so might have affected the results. There are several practical implications to this work. Most important is the framework for understanding how communities of practice are linked to organizational learning - this can help designers of management development trajectories to improve effectiveness. Also, the added value of human resource development programs can be easier shown. This research is original in being a first attempt at empirically linking human resource development trajectories, communities of practice and organizational learning.


COMMUNITY OR ANTI-COMMUNITY?
ABSTRACT: Deals with the significance of communities of practice (CoP) in enabling effective KM and in creating learning organizations. Questions concerning (CoP).
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CONSIDERATIONS FOR IMPLEMENTING AN ORGANIZATIONAL LESSONS LEARNED PROCESS.
ABSTRACT: This report examines the lessons learned process by a review of the literature in a variety of disciplines, and is intended as a guidepost for organizations that are considering the implementation of their own closed-loop learning process. Lessons learned definitions are provided within the broader context of knowledge management and the framework of a learning organization. Shortcomings of existing practices are summarized in an attempt to identify common pitfalls that can be avoided by organizations with fledgling experiences of their own. Lessons learned are then examined through a dual construct of both process and mechanism, with emphasis on integrating into organizational processes and promoting lesson reuse through data attributes that contribute toward changed behaviors. The report concludes with recommended steps for follow-on efforts. Sandia National Laboratories (SNL) is a knowledge-based organization that is project-oriented to deliver value to a variety of national security stakeholders. SNL is chartered as a federally funded research and development center (FFRDC) and is legally obligated to only deliver solutions that cannot be provided by the commercial marketplace.
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A CONTEXTUAL THEORY OF LEARNING AND THE LEARNING ORGANIZATION.
ABSTRACT: Learning and accumulation of new knowledge in an organization always require two transformation processes: one transformation process from data to information and another from information to (new) knowledge. This is so because only information, and not knowledge, can be shared and spread among the members of the organization. This article describes these transformations processes as social processes that take place in a concrete context. The processes lead from Data → Information → Knowledge → Action → Learning → New Knowledge. But not all these processes have the same progression or produce the same kind of results. One can differentiate between single-loop, double-loop and triple-loop learning. These findings are analysed for the consequences they provide for the learning individual and the learning organization. The qualitative difference between the learning organization and other organizations is shown to be the coordination and cooperation that the individuals perform in a close working relationship. Against this background achievements and shortcomings of attempts to become a learning organization are summarized.

A CONVERSATION WITH PETER SENGE: NEW DEVELOPMENTS IN ORGANIZATIONAL LEARNING.


CREATING A SUCCESSFUL LEARNING CULTURE.
ABSTRACT: The article discusses the development and sustainability of organizational learning. A learning organization can be identified by its goals, values, and practices as many learning organizations are focused on employees and will have employees that are willing to learn and contribute to the organization's results.

CREATING APPRECIATIVE LEARNING CULTURES.
ABSTRACT: The article discusses the creation of learning cultures as a novel strategy adopted by modern organizations. The current groundswell of interest in creating learning organizations is no surprise, given the depth and rate of change in the post-industrial revolution. Those who write about learning organizations contend that modern organizations must create contexts in which members can continually learn and experiment, think systemically, question their assumptions and mental models, engage in meaningful dialogue, and create visions that energize action. Indeed, many of these ideas are already in practice; innovations in organizational design, attempts to create novel strategies, and cultures of continuous improvement. Innovation, however, requires generative learning, which emphasizes continuous experimentation, systemic rather than fragmented thinking, and a willingness to think outside the accepted limitations of a problem. Appreciative learning cultures accentuate the successes of the past, evoke images of possible futures, and create a spirit of restless, ongoing inquiry that empowers members to new levels of activity. These cultures develop specific competencies. These are affirmative competence, expansive competence, generative competence and collaborative competence.

CREATING COMMUNITIES.
ABSTRACT: Discusses key issues concerning continuous learning in business organizations. Emerging principles of learning organizations; Stages of developing leadership communities in firms; Implications on competence learning and management.

DANCE OF CHANGE.
ABSTRACT: Interviews Peter Senge, author of the book 'Dance of Change' concerning learning organizations. Ten challenges most people encounter in the creation of learning organizations; Encouragement of individuals in trying to create learning organizations; Evaluation of the success of a business manager; Creation of unity amid diversity.
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DAVID A. GARVIN RESPONDS:
ABSTRACT: A response by the author is given in response to letters to the editor on the article "Building a Learning organization," by David A. Garvin that appeared in the July/August 1993 issue.

DEVELOPING COMMUNICATIVE COMPETENCIES FOR A LEARNING ORGANIZATION.
ABSTRACT: Purpose — The purpose of this paper is to contribute to the developmental needs of managers operating in continuous change contexts. Special attention is drawn to communicative competences through the use of Kent and Taylor's five principles of dialogic communication. A case study is used to illustrate the communicative challenges in creating a learning organization. Design/methodology/approach — The research uses longitudinal case study methodology and provides details on the multiple methods used, specifically: participant observation, focus groups, and document analysis. Findings — Findings suggest that existing management development literature needs to reconceptualise change communication as communication during change, rather than to communicate the
change. In so doing attention is drawn to the power of communicative expectations and communicative competence. Successful transformation to a learning organization is hampered by a misalignment of the employee's communicative expectations and management delivery of change communication. Research limitations/implications — Whilst single case studies can be criticized for a lack of generalisability, the use of multiple methods and a longitudinal study bolsters the rigor and validity of this study. Management development needs were not formally addressed in this case study, and thus it is difficult to offer prescriptive statements to improving communicative competences. Practical implications — The field study provided ample opportunity to identify change management development needs, and reflect on how to bolster an often difficult area of change management, communication during change. Originality/value — This research provides in-depth empirical data from an organization attempting to transform to a learning organization. In prior studies the communicative theoretical framework is rarely tested, and this paper provides evidence of the communicative theoretical applicability. This contribution is extended to management development needs.

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DEVELOPING LEARNING ENVIRONMENTS: CHALLENGES FOR THEORY, RESEARCH AND PRACTICE.
CITATION: Paul Illes. , Journal of Michael Sayrett and Jean Lammiman. , Personnel Management, 1994. Vol. 26, No. 7, 28. ABSTRACT: Discusses how the development of part-time employees can help companies to achieve organizational learning. Changes in thinking about flexible working and the learning organization; Factors that are detrimental to organizational learning; Ways to involve and motivate part-timers or temporary workers. INSETS: Giving staff a sense of their importance.;Empowerment at FI..

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DEVELOPING LEARNING ORGANIZATIONS: A MATTER OF PERSPECTIVE.
CITATION: Anthony J. DiBella. , Academy of Management Best Papers Proceedings, 1995. Academy of Management. 287-290. ABSTRACT: As publications about the learning organization increase, the field has begun to exhibit three different orientations (normative, developmental, capability) in how learning organizations can be built. The paper delineates each of these orientations and discusses their implications for research and practice.


DEVELOPING THE `PERIPHERAL' WORKER.
CITATION: Michael Sayrett and Jean Lammiman. , Personnel Management, 1994. Vol. 26, No. 7, 28. ABSTRACT: Discusses how the development of part-time employees can help companies to achieve organizational learning. Changes in thinking about flexible working and the learning organization; Factors that are detrimental to organizational learning; Ways to involve and motivate part-timers or temporary workers. INSETS: Giving staff a sense of their importance.;Empowerment at FI..

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DISCIPLINES OF ORGANIZATIONAL LEARNING: CONTRIBUTIONS AND CRITIQUES.
CITATION: Mark Easterby-Smith. , Human Relations, 1997. Vol. 50, No. 9, 1085-1113. ABSTRACT: The paper argues against attempts to create a single framework for understanding organizational learning. Relevant literature is reviewed from six disciplinary perspectives: psychology and OD; management science; sociology and organizational theory; strategy; production management; and cultural anthropology. It is argued that each discipline provides distinct contributions and conceptions of problems. Furthermore, a basic distinction between organizational learning and the new idea of the learning organization is noted. Whereas the former is discipline based and analytic, the latter is multidisciplinary and emphasizes action and the creation of an "ideal-type" of organization. Due to the diversity of purpose and perspective, it is suggested that it is better to consider organizational learning as a multidisciplinary field containing complementary contributions and research agendas.

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THE DISCOURSE OF SUCCESS AND FAILURE IN ORGANISATIONAL LEARNING.
CITATION: Betts, Jan Clarke, P Clegg, Sue Inderscience Enterprises Ltd ABSTRACT: In this paper, we argue that there are two dominant paradigms or ideal types in organisational learning cultures, each constituted by different discourses. The first paradigm characterises a discourse of "failure", exemplified by conformity and prescription. The second, competing paradigm is one that is characterised by the discourse of "success". This is a transformational paradigm. It is loosely organised around what can be done to grow, improve and change the situation. We use case study material created using a generative methodology to exemplify our arguments. The case study material is drawn specifically from the public sector in the UK and the changes we describe have features unique to the Anglophone world. However, we would suggest that the broader
DOUBLE LOOP LEARNING IN ORGANIZATIONS.
ABSTRACT: Why are employees reluctant to report to the top that one of their company's products is a "loser" and why can't the vice presidents of another company reveal to their president the spectacular lack of success of one of the company's divisions? The inability to uncover errors and other unpleasant truths arises from faulty organizational learning, says this author. Such habits and attitudes, which allow a company to hide its problems, lead to rigidity and deterioration. The author describes how this process can be reversed by a method he calls double loop learning.

THE ECOLOGY OF LEADERSHIP.
ABSTRACT: The article presents a discussion on the role of executive leaders in shaping up a learning organization. Truly innovative, adaptive companies recognize that executive leaders have an essential role to play in building up a learning organization. What local line leaders and community builders ask of their executive leaders usually falls into two categories: First, they want conceptual leadership, that is, they want a leadership of clarification, not that of exhortation. The second thing that people look for from their senior executives is personal commitment. INSETS: Asking the Right Questions;A Strategy for Learning and Leadership.

EMPOWERMENT: A NECESSARY ATTRIBUTE OF A LEARNING ORGANIZATION?
ABSTRACT: Purpose: The purpose of this paper is to study the role of empowerment in a learning organization. This research tries to explore whether empowerment is a necessary attribute for organizations to enhance their learning capability or not. It attempts to address two fundamental questions: • What is the role of empowerment in an organization's learning capability? • Is empowerment an essential attribute of a learning organization? Methodology: The study adopted a mixed method of research design, which includes both qualitative and quantitative methods of data collection and analysis. The quantitative survey comprised of two questionnaires was used to survey 213 executives from various IT organizations. Interviews were also conducted with executives of two case organizations where in-depth study was conducted. Qualitative data was analyzed using the grounded theory methodology. Findings: The findings indicate that only the decision making dimension of empowerment has emerged as a significant predictor of organizational learning, not the power sharing and people valuing dimensions. Further, no difference is observed in high and low learning organizations on their empowerment pattern. Research Limitations/Implications: The sample organizations were from one geographical location (National Capital Region) of India and the study was conducted in the IT sector only. Future studies may investigate this further in different regions and sectors.
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ENABLING ORGANIZATIONAL LEARNING.
ABSTRACT: It is clear from studies of organizations and a considerable body of anecdotal evidence that organizational life is strongly influenced by organizational leaders. In particular, the vision, style of leadership and motivation that enables them to “make things happen” and inspire others to follow their direction. Reviews recent contributions to the literature on aspects of organizational learning and considers how organizational processes might encompass effective learning support for individuals and groups of learners. Draws from articles published between 1994-1996 in seven journals: Executive Development; Journal of Organizational Change Management; Journal of Management Development; Leadership & Organization Development Journal; Management Deive lopment Review; The Journal of Workplace Learning; The Learning organization. Concentrates on three areas: organizational vision; leadership and motivation; organizational change and performance. Concludes with a summary of the implications for organizational learning.
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ENHANCING EMPLOYEE TENDENCIES TO SHARE KNOWLEDGE—CASE STUDIES OF NINE COMPANIES IN TAIWAN.
ABSTRACT: Abstract: Employee motivation in knowledge sharing is an important but neglected issue. It is especially important in Taiwan where cultural values predispose employees to hoard knowledge. This study uses case study
methodology to explore organizational practices, which enhance employee motivation to share knowledge. Access was obtained from nine manufacturing firms in Taiwan for interviews, observations, and secondary data. Data analysis suggests three organizational practices can successfully enhance employee knowledge sharing tendencies. They include (a) continuous company-wide learning initiatives, (b) performance management systems which motivate employee knowledge sharing, and (c) information disclosure to create a sharing climate. These practices were highly involved and strongly supported by CEOs determined to motivate employees to learn and to share. Although these practices fit characteristics of learning organizations described in the literature, CEOs exhibited behavioral modes not reported in the past. This has implications for cultural differences.

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EXPLORING THE DIVIDE - ORGANIZATIONAL LEARNING AND LEARNING ORGANIZATION.
ABSTRACT: The terminologies organizational learning and learning organization were once used interchangeably. However, in the mid-1990s there was a bifurcation into two streams. Organizational learning became the descriptive stream and dealt mostly with the learning processes in the organization. This stream had its roots in social and cognitive psychology with a strong academic focus. Learning organization became the prescriptive stream with a strong practical focus. A broad theoretical framework is presented that links the two streams. In the implementation of learning organization prescriptions, enormous practical difficulties were encountered, making implementations less than successful. The barriers involved in transfer of learning to all levels in the organization (i.e. individual, collective, organizational, and inter-organizational) and the absence of a link to the learning processes are identified as the major issues in implementation failures. It is postulated that these are the reasons for the gap between the two streams.
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FASTER LEARNING.
ABSTRACT: Discusses transformational learning in knowledge-based business enterprises. Importance of learning faster to gain competitive advantage; Strategies that can be implemented for a fast learning organizations; Tips on transformational learning.
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FEEDING MINDS TO GROW THE BUSINESS.
ABSTRACT: Explains the value of learning organization' theory and analyses the role of human resources management in nurturing a new kind of company, one that both teaches and learns from itself. Two concepts of organizational learning and the learning company; Practices that are proposed for the balanced corporate learning process; Implications of the learning company for human resources management.
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FIVE ELEMENTS OF LEARNING.
ABSTRACT: Focuses on the elements of learning organization. Concepts of adaptive, anticipatory and generative learning; Components of an organization with learning; Role of managers and leaders in generating and enhancing the learning opportunities of members.

FROM FRAGMENTATION TO INTEGRATION: BUILDING LEARNING COMMUNITIES.
ABSTRACT: At the time that this article appeared in The Systems Thinker in 1997, a small group of researchers, consultants, and corporate executives was working to create the Society for Organizational learning as an independent entity. We have included this piece because it addresses one of the key issues that prompted that original group to initiate the undertaking: the fragmentation that was preventing MIT's Center for Organizational learning from achieving its core purpose of advancing organizational learning. The OLC's struggle to overcome that fragmentation represents a microcosm of the widespread institutional failure that Senge and Kim address in this article. For them, organizational learning requires a commitment to integrating research, capacity building, and practice. It also relies on a community dedicated to diffusion rather than isolation of knowledge. Absent these elements, they argue, the most an organization can achieve is incremental improvement in which learning cannot be maximized or sustained.
FROM IDEAS TO ACTION: CREATING A LEARNING ORGANIZATION.
ABSTRACT: Discussions of learning organizations too often end up intangible and obscure. While organizational learning is easy to recognize, it is often difficult to describe and dissect. Here, emphasizing the pragmatic rather than the abstract, the authors offer a solid strategy for creating a learning organization. Their extensive research suggests that at least five elements are essential for companies to become learning organizations. Together, these elements provide a formula for creating a learning organization. By closely examining each element within that formula, managers can measure and increase the rate of learning within their organizations.

FROM ‘LEARNING ORGANIZATION’ TO ‘ADAPTIVE ORGANIZATION’.
ABSTRACT: Examines the concept of adaptation, as it has been used in the discussion of learning organization. Difference between learning organization and organizational learning; Levels and language domains in the control of management of complexity; Two assertions on learning organization; Comparison between levels of control and layers of management.
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FROM LEARNING ORGANIZATION TO ENLIGHTENED ORGANIZATION.
ABSTRACT: The article describes an organization's transition process from a learning organization into an enlightened one. The basic ingredient that leads to enlightenment is learning. The process starts with infusing a learning culture in the organization. At this stage, an organization is characterized by shared vision, personal mastery, team learning, ability to question mental model sand systems thinking. Another discipline of learning organization is personal mastery, which if practiced to its perfection will manifest into the enlightened self.

FROM LEARNING ORGANIZATION TO LEARNING COMMUNITY SUSTAINABILITY THROUGH LIFELONG LEARNING.
ABSTRACT: Purpose – This paper aims to: extend the concept of "The learning organization" to "The learning community", especially disadvantaged communities; demonstrate how leaders in a migrant community can achieve positive change at the personal, professional, team and community learning levels through participatory action learning and action research (PALAR); and identify the key characteristics of a sustainable learning community. Design/methodology/approach – The paper combines an innovative and creative methodology of PALAR and a new learning system designed by the Global University for Lifelong Learning (GULL). Findings – A lack of cultural understanding on the part of government agencies contributes to a migrant community's socio-economic disadvantage, e.g. high unemployment and crime rates, underachievement in education, exclusion from higher education. The Samoan community is a disadvantaged migrant group in Australia who were helped to help themselves to achieve positive change and quality learning in partnership with university researchers. The use of an enabling framework designed by GULL, mainly for developing countries, also proved to be an effective system for achieving personal and organizational learning in a disadvantaged community in Australia. Practical implications – The findings represented in the conceptual models enhance understanding of the key principles and processes involved in an organizational learning project for sustainable development of a learning community. Originality/value – This is one of the first papers to evaluate and track the learning outcomes in a community applying the GULL system that is used successfully in about 40 developing countries, but has not yet been sufficiently researched and documented in a developed country.
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FROM LEARNING ORGANIZATION TO PRACTICALLY WISE ORGANIZATION.
ABSTRACT: Purpose - Although the notion of wisdom confronts the economic rationale of business organizations, this paper aims to argue that organizations are coming under increasing pressure not only to learn, change and adapt, but also to take actions that are ethically acceptable and respond to the expectations of multiple stakeholders, or in other words to act wisely. Accordingly this article seeks to progress the debate on the relationship between organizational learning, learning organizations and wisdom, in pursuit of a new version of the model of the learning organization, the practically wise organization. Design/methodology/approach - First, the literature on the learning organization and organizational learning is reviewed with a view to the identification of useful models and concepts. The paucity of reference to wisdom in that literature is noted. The following sections develop the theme of practical wisdom and, the essence of the practically wise organization, respectively. Finally a
model for the practically wise organization that is both a virtuous and a learning organization is proposed. Findings - The paper finds that a practically wise organization is a learning organization whose learning architecture is based on the principles of practical wisdom. Such an organization manages the processes associated with the seven pillars of wisdom: understanding dynamic complexity; developing personal wisdom competency; deliberating towards ethical models; refreshing shared sustainable vision; group wisdom dynamics; deliberated praxis; and embodied learning. Originality/value - The article is a first step towards extending the theory and practice associated with the learning organization and organizational learning to embrace the multi-stakeholder, ethically and morally informed perspectives embedded in the notion of practical wisdom.

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FROM ORGANIZATIONAL LEARNING TO THE LEARNING ORGANIZATION.
ABSTRACT: This paper examines theories of organizational learning and presents an outline with which to organize the literature. The authors argue that unit of analysis offers one significant distinction in the organizational learning literature and that research objective provides another. A two-by-two matrix containing four categories of research is developed. The authors suggest a difference between the terms organizational learning and the learning organization. Subsequent analysis recognizes relationships between dissimilar parts of the literature and demonstrates that these relationships point to individuals' unspoken cognitions as a significant source of leverage for creating learning organizations.

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FROM THEORY TO PRACTICE: RESEARCH TERRITORY, PROCESSES AND STRUCTURE AT AN ORGANIZATIONAL LEARNING CENTRE.
ABSTRACT: By definition, all organizations that survive as their environment evolves are learning, at least to some degree, but proposes that the learning capabilities of most organizations are extremely limited, especially when learning requires that diverse constituencies build shared understanding of dynamically complex business environments. As such, learning capabilities become increasingly needed, and those organizations which possess them will have unique advantages. Discovering how organizations might develop such learning capabilities represents a unique opportunity for partnership between researchers and practitioners. Suggests that to do this will require consensus about the research territory, research methods and goals, and how meaningful field projects can be designed and conducted.

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FROM THEORY TO PRACTICE: USING NEW SCIENCE CONCEPTS TO CREATE LEARNING ORGANIZATIONS.
ABSTRACT: For the past ten years the management literature has increasingly discussed the concept of learning organizations. Yet, more than a decade later, few organizations have figured out how to create the structures and processes necessary to assure continuous learning. This article purports that this problem can be attributed to the mental models of those leading contemporary organizations. Learning organizations quite simply cannot be created by those who either consciously or unconsciously operate under the traditional, mechanistic organizational paradigm. If leaders are to create authentic learning organizations, they must adapt a new way of viewing reality - a new paradigm or mental model. The authors suggest that the new science theories of chaos, complexity, and quantum mechanics provide the foundation for a new way of thinking about organizations. They demonstrate the relevance of these theories for those who wish to create learning organizations and present a new-science-based skill set that enables twenty-first-century leaders to move beyond organizational adaptation to proactive change and continuous learning.

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GAINING COMPETITIVE ADVANTAGE THROUGH ORGANIZATIONAL LEARNING. (COVER STORY).
ABSTRACT: Describes organizational learning and the role of the management accountant in the learning organization. Pointers from the book ’The Fifth Discipline: The Art and Practice of the Learning organization,’ by Alain Gauthier; Roadblocks to organizational learning; Shared vision; Personal mastery; Team learning; Mental models; Systems thinking; Measurement role of management accountants; Implementation.

GUIDELINES FOR BUILDING A LEARNING ORGANIZATION: A SYLLABUS.
ABSTRACT: Bill Hitt has developed a comprehensive outline or syllabus of ideas, questions, problems, principles, and exercises to help transform organizations into true learning organizations. The guide can be beneficial to any manager who wants to embark on the journey of building a learning organization. This can be a manager in any type of organization and at any level in the organization. Hitt’s four-part strategy includes identifying your organizations’ present strengths, learning the principal concepts associated with learning organizations, being an active learner and, finally, integrating all that has been learned through case studies.

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A HISTORIC PERSPECTIVE ON ORGANIZATIONAL IGNORANCE.
ABSTRACT: Focuses on the different forms of ignorance in organizational dialogues embedded in organizational context. Recognition on the historic interdisciplinary evolution of concepts; Role of ignorance in the knowledge of economy and learning organizations; Determination on the existence on the levels of ignorance in an organization.
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INCREASING THE STRATEGIC VALUE OF A LEARNING ORGANIZATION: A FIVE-STEP PROCESS, BERSIN SAYS. (COVER STORY).
ABSTRACT: The article reports on the five-step process to increase the strategic value of a learning organization, according to research and advisory firm Bersin & Associates president John Bersin. The initiative is to compensate with pressures like talent shortages and educational capacities of workforce. Reassessment of the Chief Learning Officer’s function is one of the steps of the operation.
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INTEGRATING KNOWLEDGE AND PROCESSES IN A LEARNING ORGANIZATION.
ABSTRACT: Deals with the relationship between learning and technology change management (TCM) in a learning organization. Examples of TCM; Explanations on process management and knowledge creation; Persistence of organizational learning.

INTELLECTUAL CAPITAL DYNAMICS WITHIN THE LEARNING ORGANIZATION.
ABSTRACT: Throughout this paperwork we present the research we undertook with respect to the dynamics of intellectual capital within the learning organization. Lately, the valuation of intellectual capital has become an industry of itself and companies struggle to continuously multiply and refresh resources. Nowadays, building a real-time learning organization represents the mission of many entrepreneurs. Thus the paper objectives are to determine the specific implications and variations of the intellectual capital as an important component to be managed and to be shaped within the learning organization. The learning organization and the intellectual capital are both largely debated concepts and the universal evolution provides more and more issues to discuss due to their dynamic nature. Considering that in order for the learning organization to properly work it’s required a dynamic mechanism, we have analyzed the intellectual capital circuit within this type of organization. In our view, intellectual capital represents knowledge with various shapes, either tangible or intangible, which may be exploited to produce financial or other benefits for the organization. The intellectual capital is a dynamic component that may continuously be modelled with respect to its quantity, quality, value, usefulness or intensity of use and this is exactly what the statute of the learning organization implies: a continuous adaptation, continuous learning, continuous exploitation of resources and opportunities. The structure of the paper will firstly present the dynamic approach of the authors upon the intellectual capital and the learning organization, emphasizing the key connections between them. Further, within another section of the work we shall describe the dynamic processes within the learning organization for the individuals’ level as well as for the organizational level. Throughout the next part we design a novel perspective of the intellectual capital dynamics including its specific processes within the learning organization. The concluding remarks attempt to convince the audience about the righteousness of the approach, to prove the two concepts interconnectivity and to award each one’s merits regarding evolution.

INTELLIGENCE AS LEARNING.
ABSTRACT: Outlines the elements useful to depict key distributions of intelligence to a learning organizations. Approach to the integrate intelligence into an organization; Focus of the change efforts; Impact of intelligence
change of the areas of organization.

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**IS AND THE LEARNING ORGANIZATION.**
ABSTRACT: Discusses the role of information systems (IS) managers in the pursuit of the learning organization.
Learning organization goal; Application of knowledge about learning; Notions of infusion and diffusion aid in thinking about learning organization; Key capabilities of a learning organization; Role of IS managers.

**IS YOUR COMPANY A LEARNING ORGANIZATION?**
ABSTRACT: The article reports on how the productivity of employee depends on how effectively people share their competence with those who can use it. Over the past 20 years, many companies have labeled themselves learning organizations. The process of learning may vary from organization to organization.
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**IS YOUR COMPANY A LEARNING ORGANIZATION?**
ABSTRACT: This article provides information on the perspectives where successful companies view their knowledge assets from. Exceptional executives are known as much for following as they are for their leadership. They enthusiastically invite and willingly take the good advice they seek from others. Leaders whose companies experience consistent, long term success are defined by their openness to employee climate surveys, suggestion systems and work clusters that empower subordinates to contribute meaningful solutions. They understand that innovation thrives wherever new ideas, diverse views, and vigorous debate are encouraged. Exceptional leaders gather information from outside the four walls of their business. They go to great lengths to solicit help and wisdom from vendors and suppliers, learning from their understanding of market trends, technological directions and the current competitive landscape. Most importantly, exceptional companies understand that moving from commodity to experience begins and ends with an awareness of the customer view. Growth and profit leaders simply are not satisfied with being average. They are realists who are keenly aware that the number of printing industry firms is declining and, for those that remain, the contribution of litho to overall revenues is shrinking. While business may indeed be on the rebound, participation in the recovery will be limited to those companies that survive. The difference between companies that lead and those that follow is the degree to which management invests in building a learning organization. Successful managers realize the knowledge they acquire is as critical to their long-term success as the equipment and technologies they deploy.

**IS YOUR COMPANY A LEARNING ORGANIZATION?**
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**ITS ROLE IN ORGANIZATIONAL MEMORY AND LEARNING.**
ABSTRACT: Discusses the role of information technology in supporting the cognitive structures in learning organizations. Details on organizational memory; Relationship between epistemology and learning; Advantages of a corporate memory supported by information technology.

**IT’S THE LEARNING: THE REAL LESSON OF THE QUALITY MOVEMENT.**
ABSTRACT: Explains quality management in the United States. Roots of quality management; Series of waves by which the evolution of learning organizations can be best understood; Intrinsic limitations to organization's capabilities.
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**KM AND LEARNING ORGANIZATIONS.**


**ABSTRACT:** The Knowledge management (KM) infrastructure is essential to support learning organizations. A learning organization has embraced a KM initiative and is moving towards becoming a knowledge-based organization. KM infrastructure (tools and technologies) provide the platform upon which learning can be built. Effective learning is associated with increased information sharing, communication, and understanding. There are essentially two key contributors that can create learning organizations - people and technology. The importance of learning organizations and the dominant role of such organizations in a knowledge economy is only just being understood.


**KNOWLEDGE FORMATION AND LEARNING IN THE MANAGEMENT OF PROJECTS: A PROBLEM SOLVING PERSPECTIVE.**


**ABSTRACT:** In contrast to traditional projects, which are assumed to be fully specified and then executed with little learning anticipated, complex projects cannot be fully specified at the outset and require continuous learning over their life cycles. Nevertheless, the key role of knowledge formation and learning in managing complex projects is under-developed for expanding project capability boundaries to include knowledge uncertainty and indeterminacy. Drawing inspiration from Karl Weick’s enactivist ideas and an empirical study of two organizations that developed project capability for complex projects, the paper develops an integrated view of projects and project management that is grounded in problem solving learning and organizing. More specifically, a project is reconceptualized as ‘a mode of organizing to accomplish a temporary undertaking’ with intrinsic learning. This perspective views complex projects under knowledge uncertainty as learning organizations, with implications for project management theory and practice.

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**KNOWLEDGE SHARING: THE INFLUENCES OF LEARNING ORGANIZATION CULTURE, ORGANIZATIONAL COMMITMENT, AND ORGANIZATIONAL CITIZENSHIP BEHAVIORS.**


**ABSTRACT:** This study investigated cultural (learning organization culture), psychological (organizational commitment), and behavioral (organizational citizenship behavior) antecedents of knowledge-sharing intention of employees. The authors’ structural equation model using data collected from 452 Korean workers showed that learning organization culture was significantly associated with organizational commitment, organizational citizenship behavior, and knowledge-sharing intention. Organizational citizenship behavior turned out to fully mediate the relationship between organizational commitment and knowledge-sharing intention. Theoretical and practical implications, limitations, and recommendations for future research are discussed.

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**LEADERS LEARN.**


**ABSTRACT:** The author discusses learning culture of a company. He cites performance-driven learning as the common focus of most learning organizations. He states that the success of performance-driven programs depends on one's ability to determine the problem and understand the needs of the audience. To assess a learning culture, he notes the questions related to employee development process and a company's adaptation to change.


**LEADERSHIP AND LEARNING: A CRITICAL REEXAMINATION OF SENGE’S LEARNING ORGANIZATION.**


**ABSTRACT:** From its inception the concept of the learning organization has been identified with a particular type of organization or new forms of organizational learning. But it is often forgotten that Senge’s ‘system thinking’ formulation of the learning organization was inseparable from an attempt to reformulate a new way of thinking about change agency and leadership in organizations. Here it is argued that Senge's learning organization can be re-conceptualised as a partial fusion of ‘systems thinking’ and learning theories that leads to a concept of organizational learning as a form of ‘distributed leadership’. However, the concept is critically flawed because it cannot theorise the organizing practices by which learning to lead and leading to learn are shared or distributed in organizations. It is concluded that Senge's under-theorized focus on distributed leadership consistently neglects issues of practice and issues of power. As such his work does not provide an exploration of the possibilities for increasing the dispersal of human agency, power, knowledge and autonomy within the workplace.

LEADING LEARNING ORGANIZATIONS.
ABSTRACT: Discusses the leadership challenges in building learning organizations. Types of leaders; Functions of local line leaders and executive leaders; Internal networker as the most unappreciated leadership role; Challenges of systematic change.

LEADING THE LEARNING ORGANIZATION.
ABSTRACT: Researchers have identified leadership as being one of the most important factors that influence the development of learning organization. They suggest that creating a collective vision of the future, empowering and developing employees so that they are better able to handle environmental challenges, modeling learning behavior and creating a learning environment, are crucial skills for leaders of learning organization. These roles are suitable to a transformational leader. Despite the potential for a transformational leader to positively affect the development of learning organization, little research has investigated the existence of this link. To understand the development of learning organization, it is important to understand the role of transformational leadership in learning organization. This article seeks to understand the role of transformational leadership in the development of learning organization.

THE LEARNING EXECUTIVE.
ABSTRACT: Points out how few people have embraced the concept of a true learning person, despite the hype surrounding the idea of the learning organization. The difference between organizing one's time, energy, and resources around the objective of learning, instead of performance; The example of Sam Walton who viewed himself as not as a definitive expert on retailing but as a lifelong student of his craft; The Granite Rock, a learning organization.

LEARNING FOR WORK: SHORT-TERM GAIN OR LONG-TERM BENEFIT?
ABSTRACT: Argues that empowerment facilitated by the development of personal power in staff is an important attribute for job satisfaction and longevity. Importance in the creation of effective learning organizations; Issues associated with provision attempting to offer personal development.
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LEARNING LEADERS.
ABSTRACT: Points out the importance of providing a learning space in an organization. Conflicts, misunderstanding and other problems which may arise in the absence of a learning space; Reasons why some managers refuse to employ innovative practices; Customer relations; Connections between the quality of internal and external relationships; Commitment required from leaders in building a learning organization.

THE LEARNING ORGANIZATION: "CHANGE PROOFING" AND STRATEGY.
ABSTRACT: The article discusses the transformation of a company into a learning organization. Stephen Drew, assistant professor at the School of Business, McMaster University in Ontario and Peter Smith, president of the Leadership Alliance for Organizational learning, propose a model which focuses on three elements which, if they are in tune, allow the organization to thrive in times of change. It is a positive way of looking at the strengths and weaknesses of the organization and to learn how to adapt to become a stronger and more responsive organization, in short, a learning organization. This model can be used as a tool to analyse the organization's ability to cope with change to be, in effect "change proofed".
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THE LEARNING ORGANIZATION: AN HISTORICAL PERSPECTIVE, THE LEARNING PROCESS, AND ITS INFLUENCE ON COMPETITIVENESS.
ABSTRACT: Purpose – Twenty years ago, Senge's, 1990 pioneering article, "The learning organization," published in MIT's Sloan Management Review, received center-stage attention. The concept received much support and was followed with articles by prominent writers and educators, Margaret Wheatley amongst them. Only ten years later, however, another prominent writer and educator, David Garvin, remarked, "Learning organizations have been embraced in theory but are still surprisingly rare." The purpose of this paper is to argue and present support for a perspective that learning organizations have existed for over 100 years. Linking this concept to the past versus arguing that learning organizations are new will better pave the way for learning organizations to achieve a status of being more than simply "embraced in theory." Design/methodology/approach – Three objectives were presented. The first developed an historical link, with the goal of showing that learning organizations have had a rich history and did not simply appear in 1990. The approach to the second was based on drawing implications from literature about the learning process. The very heart of competitiveness depends on how firm members experience the learning process. The process is a function of the use of tools (T) within a learning climate (C) and their interaction (T x C). The approach to the third objective was to conceptualize learning climate dimensions, old compared to new learning organizations. Findings – First, the idea that learning is always a competitiveness issue has not been consistently advanced in the literature, if hardly at all. Second, the internal learning climates within firms are what is at the heart of other cultures' successes. Much time has been spent studying the tools used in these firms, for instance quality circles, but little time with the climate learning dimension. The climate dimension has been the reason for their success. Originality/value – The paper presents a tools/climate learning dimensions matrix (a 2x2 matrix) and develops the understanding that all learning stems from two learning dimensions, tools, and the learning dimension, climate, within which the tools are employed. Within this discussion, the authors present the idea of the competitive advantage of cultures; this advantage appearing in a firm as a consequence of the "climate learning dimension" of various cultures. The concluding section of the paper presents five climate dimensions; those of yesterday compared with those of today. These well known management perspectives (e.g. single loop learning/double loop learning, independence/interdependence) are linked to the learning process with a special focus on the climate dimension of the process. It is there that the degree of the firm's competitiveness is enhanced. ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

LEARNING ORGANIZATION: EXPLORING EMPLOYEE PERCEPTION.
ABSTRACT: Factors responsible for building a successful learning organization were studied in a financial firm in Malaysia. Data on employee perception of these factors on standing of the firm as a successful learning organization was collected through a questionnaire designed for the purpose. Ranking (on the basis on employee perception) done for the six factors (identified for the study) revealed the following order: (i) Organization Culture; (ii) Management Skill and Employee Attitude; (iii) Human resource development (HRD) Resources; (iv) Senior Management Commitment; (v) Organization of Work. Correlation Analysis revealed that each one of these factors was significantly and positively related with the firm's 'standing as a successful learning organization'. Multiple Regression Analysis (for 'standing as successful learning organization' as the dependent variable and the six factors as independent variables) brought out that HRD Resources emerged as the dominant factor contributing to standing as a successful learning organization. The study has important implications for promoting organizational learning, particularly through HRD.

THE 'LEARNING ORGANIZATION' AND EMERGENT STRATEGIES.
ABSTRACT: The concept of organizational learning and the role of institutions of higher education in enabling organizational strategies to emerge is the focus of this article which provides. A literature review of individual and organizational learning which it is argued are both elements of a 'learning organization'. A discussion of the literature on strategic management and the role which organizational learning has in enabling strategies to emerge. The outcomes of research with middle managers from a large international corporation and members of academic staff from a large UK business school. Findings which form the foundation of an argument which proposes that the role of formal education enables the acquisition of learning skills by managers and also the ability to enhance the capability of others to learn in the workplace. A conclusion which suggests that success in the adoption of this course of action will enable organizational strategies to emerge; these will be influential in providing strategic direction for an organization and thus enhancing its effectiveness.

LEARNING ORGANIZATION: CONCEPT AND APPLICATION.
ABSTRACT: As we approach the 21st century, we are entering into a new era in the history of mankind. The Industrial Age is giving way to the Information Age. The only thing certain about that future is that it will change, and it will present organizations with an ever-increasing rate of change. We are on the leading edge of a new era of
dramatic transformation and change that will deeply affect our organizational structures. Only the so-called learning organizations, those that are able to continually transform themselves to better collect, manage, and use knowledge, will be able to thrive and prosper during these times of rapid change. This paper explores the five disciplines or skills that characterize a learning organization--systems thinking, personal mastery, mental models, shared vision, and team learning--and the leadership traits and competencies necessary to bring them into being. A highly successful governmental organization, the Seattle Engineer District, is then examined as a case-study of an organization that is on the path to becoming a learning organization.

**THE LEARNING ORGANIZATION MADE PLAIN.**
ABSTRACT: Interviews Peter Senge, author of the book 'The Fifth Discipline: The Art and Practice of the Learning organization.' Structure of learning organizations; Ways of achieving a learning organization; Benefits for businesses and other organizations. INSETS: A Collaborative Venture;The Disciplines of the Learning organization;Does Your Firm Have a Learning Disability?

**THE LEARNING ORGANIZATION TURNS 15: A RETROSPECTIVE.**
ABSTRACT: An introduction is presented in which the editor discusses various reports within the issue on topics including learning organization (LO), quality of learning, and communication in organizations.
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**MANAGEMENT PRACTICES AND TOOLS FOR ENHANCING ORGANIZATIONAL LEARNING CAPABILITY.**
ABSTRACT: Much has been written about the need to build learning organizations that are flexible and competitive in today's fast-changing business environment. Managers need practical suggestions, in addition to theory, as they seek to enhance their organization's learning capabilities. The aim of this paper is to provide a new organizational learning system model and a set of specific management practices/tools that are integrated with the model and have been successfully implemented in real companies. The author first develops a new model of organizational learning systems, its nine organizational learning sub-systems and capabilities, and then suggests 35 management practices/tools to enhance the nine organizational learning capabilities. Finally, the author also suggests a concrete 10-step action plan to use to enhance organizational learning capability and build learning organization.

**MANAGEMENT PRACTICES IN LEARNING ORGANIZATIONS.**
ABSTRACT: This article identifies the organizational characteristics and management practices employ by learning organizations. The organizations have successfully transformed themselves in the face of technological change, fragmented markets, and fierce competition. These companies put emphasis on generative learning called double-loop learning by Chris Argyris. Generative learning alone is insufficient, reframing an organization's approach to its environment must be supported by an internal reframing of processes and managerial practices that put these ideas into action.

**THE MISSING PIECE.**
ABSTRACT: The article discusses immersive learning which enables employees practice their newly gained knowledge. Topics covered include the five main characteristics that learning organizations exhibit, a process for designing immersive learning experiences that provides opportunities for cultural shifts toward becoming a learning organization, and the five steps for implementing immersive learning.

**MR. LEARNING ORGANIZATION.**
ABSTRACT: Examines the concept of the learning organization, as developed by Massachusetts Institute of Technology senior lecturer and corporate consultant, Peter Senge. Description of the theory, first introduced in Senge's 1990 book, 'The Fifth Discipline'; Top US companies which have utilized these ideas: Ford Motor, Federal
THE NEW KNOWLEDGE WORKER: ENABLING THE NEXT GENERATION.
ABSTRACT: The article suggests ways for learning organizations to improve their formal learning programs intended for knowledge workers. First, the author says that if the knowledge and supporting process needed to do a job frequently change, learning organizations need check how they use formal instruction to support the change. Next is to make the most current and relevant knowledge accessible to knowledge workers. And lastly, they have to make sure that the knowledge obtained will also be maintained.

A NEW PERSPECTIVE ON ORGANIZATIONAL LEARNING: CREATING LEARNING TEAMS.
ABSTRACT: Abstract: This article elaborates a conceptual framework for learning organizations, through the introduction of change concepts and the creation of learning teams, and reports on a case that illustrates this framework. When organizational administrators and staff are asked whether their committees and work groups function as learning teams and their program functions as a learning community, the typical answer is ‘of course’. Too frequently, though, groups and programs are far from these goals. What is required is for administrative and staff groups of a program or unit to understand (a) what it takes for a group to become a learning team and for the unit to become a learning community, and (b) how to make these become a reality to improve effectiveness and increase productivity. This article provides a comprehensive definition for ‘learning teams’ and introduces a detailed design process for creating ‘learning teams’ and ‘organizational learning’. A real-world example from education highlights the implementation of a major school change process.
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ORGANIZATIONAL LEARNING: CRAFTING A STRATEGIC FRAMEWORK.
ABSTRACT: In today's fast-paced markets, business organizations are required to constantly revitalize themselves for long-lasting success. This mandates building and nurturing a no-holds-barred learning orientation. Effective organizations are believed to be configurations of management practices that encourage learning which becomes the basis for competitive advantage. Creating a learning organization is imperative for facilitating the journey to long-lasting success. This paper focuses on organizational learning as an important strategic initiative. The paper bases itself on extensive literature reviews to identify dominant thoughts on organizational learning in different eras. The paper introduces the concept of the learning iceberg which identifies the steps to building a strategic learning framework. It also introduces the concept of the people-strategy matrix for putting in place a workable learning strategy. In the light of these concepts, the paper discusses the cultural prerequisites and strategic implications of organizational learning.

ORGANIZATIONAL LEARNING.
ABSTRACT: Presents a study that discussed four issues regarding organizational learning. Comparison between individual and organizational learning; Conditions that promote productive organizational learning; Factors that make organizational learning feasible; Relationship between organizational learning and learning organizations; Suggestions on the issues.
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ORGANISATIONAL LEARNING: A NEW PERSPECTIVE.
ABSTRACT: The article examines characteristics of organizational learning. These characteristics on their own do not amalgamate to create learning organizations, they merely stimulate organizations to take better advantage of the status quo. Organizations need to develop a learning culture in order to meet requirements of increasing global competition and increased customer sophistication. The move towards a learning organization begins with the integration of the antecedents together with a convergence of circumstances both internal and external to the organization. The article studied organizational culture in some multinationals in Ireland to identify organizational learning antecedents and key characteristics that can be located on a new learning model that is driven by customer and competitive needs. Building learning organizations requires leaders who seek employees who see their organization as a system, can develop personal mastery and learn how to experiment and collaboratively reframe
ORGANIZATIONAL LEARNING AND KNOWLEDGE MANAGEMENT.
ABSTRACT: Although at first the terms organizational learning and the learning organization were interchangeable, slowly the two concepts separated into two streams at the beginning of the 90s. The learning organization is at this point the prescriptive stream, oriented towards practice. This perspective centers on the characteristics of an organization that promote learning and facilitates the creation of a certain type of organization. On the other hand, organizational learning is the descriptive model, centering on the process of learning in the organization. The roots of this concept are in social and cognitive psychology, and it has a strong academic orientation. The main question being how do organizations learn, this type of research often quotes the work of Argyris and Schon (1978, 1996), although an analysis these authors make of the two streams (1999) positions them as integrators.

ORGANIZATIONAL LEARNING AND THE LEARNING ORGANIZATION: REVIEWING EVOLUTION FOR PROSPECTING THE FUTURE.
ABSTRACT: Purpose - The purpose of this article is to analyse the evolution of the concepts of organizational learning and the learning organization and propose guidelines for the future. Design/methodology/approach - The evolution of organizational learning and the learning organization is analysed in the light of the three-stage model of the evolution of concepts developed by Reichers and Schneider in 1990. Findings - Based on the aforesaid model, the authors positioned these topics at the beginning of the second stage of evolution, a period characterised by evaluation and the attempt to add to the comprehension of concepts through empirical research and conceptual clarification. Faced with this finding, the authors argue that the development and consolidation of concepts is mainly a question of researchers' responsibility and suggest some key areas to guarantee their progress and their general acceptance in the future. Originality/value - The use of a concept's life cycle stage model as a framework to analyse evolution of the concepts of organizational learning and the learning organization that allows comprehension of their pattern of development and, in consequence, provides a consistent basis to propose guidelines for their future development.
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ORGANIZATIONAL LEARNING AND THE LEARNING ORGANIZATION: A DICHOTOMY BETWEEN DESCRIPTIVE AND PRESCRIPTIVE RESEARCH.
ABSTRACT: Despite the growing popularity of the term "organizational learning," writings on the topic have little consensus in terms of definition, perspective, conceptualization, and methodology. This article examines the dichotomy between two main streams of theorizing in the field. The first stream, prescriptive writings on the learning organization, is concerned with the question "How should an organization learn?" Targeting practitioners, these studies are usually based on the authors' consulting experience and seldom follow rigorous research methodologies. They also tend to overgeneralize their theories to all types of organization. Descriptive researches on organizational learning fall in the second stream which tackles the question "How does an organization learn?" These are academic studies striving for scientific rigor. Nevertheless, they often fail to generate useful implications for practitioners. In the final section of the article, brief suggestions are made to integrate the two streams of research.
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ORGANIZATIONAL LEARNING RESEARCH PROFILE.
ABSTRACT: Presents the results of a keyword search of the Social Science Citation Index (SSCI), ABI Inform and PsycLit databases using the terms "organizational learning" and "learning organization" to uncover patterns relating to: the amount of publishing activity by year; influential authors; journals publishing organizational learning research; and type of research published.
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PARTNERING IS THE FOUNDATION OF A LEARNING ORGANIZATION.
ABSTRACT: Discusses the four key dimensions of partnering for cultivating a learning organization. Importance of a learning organization; Definition of a learning organization; Information on partnering and partnering models;
Principles of productive partnering.

PUTTING SYSTEMS THINKING INTO PRACTICE.
ABSTRACT: The dynamic systems perspective illuminates some of the core challenges in organizational learning. If learning occurs through experience, there are good reasons why organizations often fail to learn. In particular, large organizations face a class of systemic decision-making situations in which learning is extremely unlikely. The systems perspective teaches us that cause and effect are often not close in time and space, that obvious interventions do not always produce obvious outcomes, and that long time delays, and systemic effects of actions can make it almost impossible to judge the effectiveness of those actions. This article presents a framework for organizational learning, outlines several breakdowns that thwart the learning process, and discusses how systems thinking can play an important role in helping organizations overcome the learning breakdowns through the design and implementation of managerial practice fields.

RE-DISCOVERING KNOWLEDGE.
ABSTRACT: The article provides information about Datatel, a technology solutions and professional business services company that has headquarters in Fairfax, Virginia and is ranked by this journal as one of the best learning organizations. Datatel's business strategy of prioritising innovative learning, combining formal and informal educational and training methods, and encouraging employees to find opportunities for development is discussed. Topics include Datatel's overhaul of its learning product's user interface and creation of a virtual knowledge café.
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REAP THE REWARDS FROM COMBINING LEARNING AND KM.
ABSTRACT: Having recently returned from a conference in Indonesia on the subject of learning organizations, author Ron Young, director and principal consultant of Knowledge Associates International, considers how these entities differ from knowledge-driven organizations and asks whether the two approaches can coexist. Learning is about the acquisition of knowledge, he says, while KM should be about having access to, and applying that knowledge. So are learning and KM two sides of the same coin?
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REDRAWING THE PORTRAIT OF A LEARNING ORGANIZATION: INSIDE KNIGHT-RIDDER, INC.
ABSTRACT: Contemporary descriptions of the "learning organization" have appeared throughout the management literature. These descriptions portray learning organizations as capable of adapting to changes in the external business environment by practicing continuous renewal of their structures and practices. Many accounts of learning organizations suggest that the path to becoming a learning organization is often wildly experimental, intensely focused around team processes, structured into nonhierarchical clusters, and operating in virtual time/space through electronic networks. For many managers, such a radical image might discourage attempts to enhance performance by becoming a learning organization. Ongoing experimentation, innovative human resource programs, radical revisions in structure, and generous doses of information technology may simply be too risky, especially where payoffs are uncertain. By offering a less radical portrait of one learning organization, Knight-Ridder, Inc., we will demonstrate that learning can be attained by using more conventional means.

REVISITING THE ROOTS OF LEARNING ORGANIZATION: A SYNTHESIS OF THE LEARNING ORGANIZATION LITERATURE.
ABSTRACT: Purpose - This paper aims to provide a literature synthesis of the learning organization and discuss several pertinent theoretical concepts on the subject. Design/methodology/approach - A range of works mainly from 1990-2004, which aim at providing a variety of perspectives on the learning organization, have been analyzed and discussed based on its theoretical roots and ontological perspectives. Findings - The synthesis of the literature reveals several common themes from the various learning organization definitions and discovers the greater significance of systems thinking in Senge's five disciplines. Research limitations/implications - It is not an exhaustive coverage of the learning organization literature. However it offers great research implications where several key concepts can be further explored. For example, is systems thinking really crucial to organizational learning? Practical
implications - Practitioners may find the analysis of the various models in relation to Senge's five disciplines useful, as there are concepts that can be implemented in practice. Originality/value - It is the amalgamation of several key concepts in the learning organization and the analysis of these concepts in relation to The Fifth Discipline which readers will be familiar and able to identify with. People who are interested in pursuing research in the learning organization will find this paper handy as it provides a useful overview of the subject.

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SEVEN STEPS TO A LEARNING ORGANIZATION.
ABSTRACT: Presents the steps to evolve an accounting firm into a learning organization in the U.S. Understanding the firm's current attitudes toward learning; Identification of what the firm needs to do well to service clients; Implementation of the curriculum by making people accountable for managing the training program.

SOCIAL CAPITAL KEY TO KNOWLEDGE ECONOMY, FOR CREATING LASTING VALUES IN LEARNING ORGANIZATIONS.
ABSTRACT: Just what constitutes a learning organization is a matter of some debate. We explore some of the themes that have emerged in the literature and the contributions of key thinkers like Donald Schon and Peter Senge. Is it anything more than rhetoric? Can it be realized? Many consultants and organizations have recognized the commercial significance of organizational learning - and the notion of the 'learning organization' has been a central orienting point in this. Writers have sought to identify templates, or ideal forms, 'which real organizations could attempt to emulate' (Easterby-Smith and Araujo 1999:2). In this sense the learning organization is an ideal, 'towards which organizations have to evolve in order to be able to respond to the various pressures they face'[Finger and Brand 1999: 136]. It is characterized by recognition that 'individual and collective learning are key'. Two important things result from this. First, while there has been a lot of talk about learning organizations it is very difficult to identify real-life examples. This might be because the vision is 'too ideal' or because it isn't relevant to the requirements and dynamics of organizations. Second, the focus on creating a template and upon the need to present it in a form that is commercially attractive to the consultants and writers has led to a significant under-powering of the theoretical framework for the learning organization. Here there is a distinct contrast with the study of organizational learning. Thus we can conclude that Social Capital makes an organization more than a collection of individuals. (Social capital can be seen as consisting of 'the stock of active connections among people: the trust, mutual understanding, and shared values and behaviours that bind the members of human networks and communities and make cooperative action possible'.
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STRATEGIC HRD PRACTICES AS KEY FACTORS IN ORGANIZATIONAL LEARNING.
ABSTRACT: Purpose - The purpose of this paper is to explore the relationships among strategic HRD (SHRD) practices and organizational learning; and the relationships among organizational learning and HRD outcomes through a literature review. Design/methodology/approach - Keywords were identified to use in the literature search: HRD, SHRD practices, and organizational learning. All of the several electronic databases available in the university's electronic library, including both journal and book sources, were used to search for resources, as well as Google Scholar and Google. Findings - Organizations that learn and develop their SHRD practices have more opportunities to obtain and integrate the nine HRD outcomes in the learning process: organizational mission and goals, top management leadership, environmental scanning, HRD strategies and plans, strategic partnerships with line management, strategic partnerships with HRM, trainers as organizational change consultants, influence corporate culture, and emphasis on individual productivity and participation. Research limitations/implications - The study was exploratory, based on a literature review. Empirical research is needed to examine why some SHRD practices, like culture recognition, environmental scanning, and organizational mission and goals, were suggested as key factors in organizational learning. Practical implications - Instilling more SHRD practices through organizational learning may lead to more desired HRD outcomes. Originality/value - The research constructs a conceptual framework to outline the relationships among SHRD practices and organizational learning. Value was created when strategic HRD practices were identified as key factors in organizational learning. Keywords Human resource development, Organizational learning, Organizational effectiveness, Mission statements, Leadership, United States of America Paper type Literature review
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ABSTRACT: The purpose of this research is to explore employee perceptions of the organization's survival in today's global market. With the range of information technology available today, the potential roles of IT in organizational learning are increasingly evident and important. One definition 5] says a learning organization is "skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights." Organizational learning has also been identified as one of the key issues in information systems research. Among researchers there seems little doubt that IT has tremendous potential for facilitating and enabling organizational learning. However, not much research has been reported, and available IS support is limited. This follows from the elusive nature of organizational learning.


SYSTEMS THINKING, ORGANIZATIONAL CHANGE AND AGENCY: A PRACTICE THEORY CRITIQUE OF SENGE'S LEARNING ORGANIZATION.

ABSTRACT: From its earliest formulations, 'systems thinking' has been at the heart of the learning organization, and it provided the inspiration for Senge's widely influential and idealised image of a future characterised by new possibilities for organizational change and human agency. But Senge's vision of learning organizations was always characterized by a practice problematic: he did not define the social practices of learning that would realise the utopian ideals of the learning organization. Change as systems and change as practices, systems theory and practice remain profoundly incompatible. Growing awareness of this issue has led to increasing doubts about the future of the learning organization, and there are mounting calls for new starting points or the final abandonment of the whole concept. Yet despite this sense of disillusionment, there have been few critical appraisals of Senge's legacy from a practice theory perspective that seeks to unravel the links between practice and learning, agency and change. Here, it is argued that Senge's work can be re-conceptualised as a partial fusion of 'systems thinking' and learning theories that lead to a concept of organizational learning as a process of system-based organizational change. However, the concept is critically flawed in two major respects. First, as a systems or structural model, it is theoretically flawed, because it cannot theorise the organizing practices by which learning and change occurs in organizations. Second, it is substantively flawed as a practice for increasing the dispersal of human agency, power, knowledge and autonomy within the workplace. It is concluded that Senge's concept of the learning organization now faces its final abandonment as a theoretical and practical guide to organizational change.

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TOWARD A CONTINGENCY MODEL OF HOW TO CHOOSE THE RIGHT TYPE OF LEARNING ORGANIZATION.

ABSTRACT: The learning organization is in itself a vague idea, and many argue that the idea must be adapted to each single organization and its particular needs before it can be implemented. There is very little guidance, though, on how to adapt the (vague) idea. This forum piece therefore tentatively suggests a contextual model of how to choose the right type of learning organization, among four types. It also suggests some areas where research is needed in order to develop the model further.


TOWARDS A LEARNING ORGANIZATION? EMPLOYEE PERCEPTIONS.

ABSTRACT: The purpose of this research is to explore employee perceptions of the development of a learning culture in a medium-sized manufacturing company that was aspiring to become a learning organization. Design/methodology/approach? The research comprised an extended interview with the company's Organizational Development Manager, a validated questionnaire on the learning organization with a cross-section of 80 staff, and semi-structured interviews with a stratified sample of 20 employees. Findings? The company was using learning to develop its competitive edge, and employees were at various stages of understanding and acceptance of the need for learning and competence development on the job to sustain and develop the company. A tension was detected between the company's objectives and the aspirations of some employees, but the majority appeared to accept the overt learning policy as good for them and the company. Research limitations/implications? Through circumstances, the sample of employees included a fairly high proportion already involved in training, so there was potential for some positive bias towards training and a learning culture. Nevertheless, the study provides some pointers for involving employees in the development of an organization that values learning and for resolving possible tensions between institutional objectives and individual aspirations. Originality/value? As well as adding empirical data to the theory-dominated literature on learning organizations, this study contributes towards a better understanding of the perceptions of employees in the development of a learning organization, rather than from the organizational or
management perspectives that tend to dominate the literature.

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TRIPLE-LOOP LEARNING IN A CROSS-SECTOR PARTNERSHIP: THE DC CENTRAL KITCHEN PARTNERSHIP.


ABSTRACT: Purpose - This paper aims to build on notions of a higher level of organizational learning to suggest another dimension: interorganizational learning that emerges in a cross-sector partnership. Design/methodology/approach - A case study was conducted with the DC Central Kitchen (DCCK) partnership with for-profit and governmental entities. Research methods included interviews with the founder, CEO, and manager responsible for the relationship with partners; direct observation during volunteer work at DCCK; and review of archival data and physical artifacts. Findings - At the organizational level, DCCK was a learning organization because the principal variables - culture, strategy, shared vision, and knowledge management - were focused on learning. At the interorganizational level, the network was like a constellation of organizations. DCCK had many dyadic relationships with its partners, but the partners were not always interconnected with one another. Triple-loop learning occurred in DCCK but was not yet developed among partners. DCCK benefited the community both tangibly, as seen in its education projects, and culturally, by giving a more central role to the nonprofit organization in the economic system. Originality/value - The paper illustrates the value of interorganizational learning across two or more sectors of organizations.

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TRUST AND LEADERSHIP - LEARNING CULTURE IN ORGANIZATIONS.


ABSTRACT: In the literature different theoretical groundings of learning organizations and - types can be found, for example the theory on learning cultures rooted in Schein's concept of organization culture with three levels. The third and most profound level covers the most elementary and deeply entrenched attitudes and convictions which, even if detectable from an outside point of view is hard to decode and allows various interpretations and speculations (Schein 1999/2004). (Burns & George M. Stalker 1994) classify organizational structures into three systems. These are all classifications with different criteria and effects on an organization which has to learn (Argyris & Schön 2008). They are important as they are the grounding for a relationship between the employee and the management and the foundation for a good learning culture with trust. Therefore, creating organizational culture means creating the basis for learning organizations. This is the prerequisite for successful learning in organizations with common goals and entrepreneurial employees who assure the success of the organization. "Good managers arrange a credit of trust." (Moss Kanter 2010, p 51)


A TYPOLOGY OF THE IDEA OF LEARNING ORGANIZATION.


ABSTRACT: A typology of the idea of 'learning organization' is developed and presented. The typology is inductively created and based on how the term 'learning organization' is used in the literature and by practitioners. Four distinct types of understanding were found: c r 'organizational learning, 'learning at work', 'learning climate' and 'learning structure'. The same types of understanding seem to appear both in the literature and in accounts made by practitioners. Thus the term 'learning organization' is probably not unduly confusing to the practitioners. Instead, the different versions of the idea in the literature seem to give companies the opportunity to choose a version suitable for their specific situation.

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UNDERSTANDING ORGANIZATIONAL LEARNING CAPABILITY.


ABSTRACT: This paper presents data on how learning takes place in four organizations, what gets learned, and the factors and processes that facilitate or impede learning. Seven orientations for describing organizational learning capability and understanding learning styles are identified. Each of these orientations is conceived as a bi-polar continuum that reflect learning processes. Knowledge source is defined as the extent to which an organization prefers to develop new knowledge internally versus the extent to which it is more likely to seek inspiration in ideas developed externally. Product-process focus refers to a preference for the accumulation of knowledge related to product and service outcomes versus a preference to invest in knowledge about basic processes that support products. Documentation mode refers to attitudes as to what constitutes knowledge and to the repositories of knowledge that are supported. Dissemination mode pertains to the difference between establishing an atmosphere in which learning evolves and one in which a more structured, controlled approach is taken to induce learning. Learning focus has to do with whether learning is concentrated on methods and tools to improve what is already being done versus testing the assumptions underlying what is being done. Value-chain focus indicates which
functional, core competencies are valued and supported. Skill development focus involves the orientation toward individual versus collective learning. Organizational learning may be increased by building on existing capabilities or developing new ones. The latter involves a change in culture, the former involves improving current capabilities. Organizations can enhance their learning capability through either approach.


UNDERSTANDING ORGANIZATIONS AS LEARNING SYSTEMS.
ABSTRACT: How can you tell if your company is, indeed, a learning organization? What is a learning organization anyway? The authors provide a framework for examining a company, based on its 'learning orientations,' a set of critical dimensions to organizational learning, and 'facilitating factors,' the processes that affect how easy or hard it is for learning to occur. They illustrate their model with examples from four firms they studied — Motorola, Mutual Investment Corporation, Electricité de France, and Fiat — and conclude that all organizations have systems that support learning. INSET: Definitions of the orientations and factors.
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USING THE RECIPES. (COVER STORY).
ABSTRACT: The article discusses the highlights of a forum event, hosted by the Chartered Institute of Personnel and Development and Towards Maturity learning organization in July 2014, concerning alignment of learning to business strategy. Topics include challenges that most executives are struggling with according to LEO Chief Strategy Officer Piers Lea, how learning and development departments are meeting the challenges of business, and how business transformation affected changes in learning delivery.

THE VIABILITY AND MOVEMENT OF INTELLECTUAL CAPITAL IN LEARNING ORGANIZATION.
ABSTRACT: Learning organizations take great pride in letting others know of their accomplishments and best practices. However, are their best practices self-contained and centralized to certain areas and departments? While many organizations may laud themselves as being learning organizations, are they really learning from their experiences and sharing the information with internal, as well external stakeholders. Stakeholders do play a critical role in the various operations of an organization, and learning organizations should rely on the participation of both internal and external stakeholders. However, do they really solicit, listen, and implement changes in terms of their intellectual capital? Many organizations today are starting to realize the importance of human capital as vital part of their entity's learning process. This paper will examine how online learning organizations focus not only on the development of Intellectual capital in the workplace, but how they can be affected, and even changed in terms of viability and movement, by various stakeholders in contact with the organization. Thus, one has to wonder if this emphasis on dynamic categories, new market approaches, and employee development might affect other stakeholders in the framework of creating and maintaining trust in the workplace. The concept of trust has many meanings, but for this paper there will be an emphasis of trust in the context of swift trust. As people are thrown together into a temporary setting, they may quickly organize and develop a temporary system in order to function as a group and meet their immediate needs (i.e., job duties, tasks, etc.). Thus, we can consider how dynamic teams can be in terms of productivity, performance, and workplace situations, we need to question if this might have an impact on the creation and maintenance of intellectual capital in the workplace. Therefore, this paper will examine two key areas. First, it will look at the role and function of internal and external stakeholders on the development of Intellectual capital in learning organization. Second, this paper will look at the concept of swift trust and how it affects the level of intellectual capital in the workplace and its mobility and validity to thrive or perish in today's learning organizations.

WHAT ARE LEARNING ORGANIZATIONS, AND WHAT DO THEY REALLY DO?
ABSTRACT: The article provides information about learning organizations and their functions. Learning organizations use their own experience and for others to improve their performance and they learn from their successes and failures. Some of their advantages include, their superiority as competitors, they have brand equity their competitors cannot match and they attract and retain the best talent. Examples of their long-term success that is testimony to the value of continues learning are offered.
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WHAT DO ORGANIZATIONS NEED TO LEARN TO BECOME A LEARNING ORGANIZATION?
ABSTRACT: The article focuses on the concept of organizational learning associated with the learning opportunities offered by organizations to employees. It states that the two types of learning are informative and transformative. The four essential steps which should be taken by an individual for a transformative learning include the critical reflection of self-behavior, changes in values and assumptions, and changes in behavior.

WHAT IS GOOD ORGANIZATION?: LEARNING ORGANIZATIONS, COMMUNITY AND THE RHETORIC OF THE "BOTTOM LINE".
ABSTRACT: Adopting a narrative view of organization, this article asks, "how do we know when an organization is working well?" A typical answer refers to the "bottom line" which, today, is a ubiquitous criterion even among government and other non-business organizations. The rhetoric of the bottom line is a privileging narrative that stipulates that only the views of experts are relevant to organizing and to assessing the "goodness" of organizations. Arguing that the metaphor of a learning organization reflects a social constructionist approach to organizing, the article explains how and why this notion represents a fundamental challenge to conventional management thinking and to the rhetoric of the bottom line. Organizing involves numerous and varied groups and is grounded in their conversations. Thus, community and relationships are integral to good organization. The difference between bottom-line and learning narratives, in terms of what makes good organization, involves different sets of values. It is difficult to reconcile the two narratives and to envisage an approach to managing that gives equal weight to profitability and to learning.
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CASE STUDIES—TRANSPORTATION: Items in this section have some connection to the world of transportation (including some state DOTs), though in general very little was found. Furthermore, for the few transportation agencies that have attempted to implement organizational learning strategies, it is not clear how successful those efforts have been. Some documents in this section relate to efforts that may no longer be underway. It is notable that the Virginia Department of Transportation (specifically Maureen Hammer’s work) stands out in the literature that can easily be found relating to Knowledge management activities at a state DOT. Citations in this section are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context at a glance.
(Return to Contents...)

BEYOND BEST PRACTICES: IMPLEMENTING FUNDAMENTAL CHANGE.
ABSTRACT: Much has been written about the need for new paradigms in mass transit organizations so that they can better meet the challenges posed by the complexity of today’s operating environment. The Transit Cooperative Research Program’s new paradigms literature has identified the dimensions of change needed to achieve new paradigms in transit: mission shift, customer focus, collaboration, integration, information technology and organization structure. While the literature talks about issues like collaboration, customer focus, and culture change, extended discussion about how to bring them about appears to be missing. This paper attempts to fill that gap by discussing ways of effecting change, with a focus on transformational change and the development of learning organizations. It draws on examples from the experiences of the Utah Transit Authority and New York City Transit. A consideration of the nature of change is a useful part of any discussion of how to effect change: change is about loss. It involves the loss of familiar routines, known ways of doing things, and ways of relating. Change does not just happen: it is felt. Transformational change is especially disruptive: it upsets existing organizational arrangements: existing power relationships, people’s sense of identity, and the comfort they derive from the position that their expertise affords them. People’s desire, often unconscious, to protect themselves from the loss and disruption experienced during change is the source of resistance to change. For change to occur and last, change processes must take account of the experience of loss and disruption inherent to change. Change processes that meaningfully involve employees allow them to understand the need for change and through their involvement, develop new roles and relationships. Participatory change efforts give people space and time to understand the need for the change; this helps them work through feelings of loss and accordingly, reduces resistance to change. This contrasts with change efforts where the change is imposed from the top or based on expert recommendations or external models. This paper will compare models of cultural and transformational change with models of change more familiar in the transit industry in hopes of contributing to an understanding of what is necessary to effect...
change and improve organizational effectiveness. Another key to enhancing organizational effectiveness is improving the ability to work across organizational boundaries – whether across departmental lines or with entities in the external environment, e.g., suppliers. This requires attention to group process and development of the ability to think systemically. Many efforts to improve organizational effectiveness, however, focus almost exclusively on improving an individual's skills and interpersonal effectiveness. Organizations seeking to improve their effectiveness must take into account both the nature of change and the extent to which their work is dependent on effective group process and design their organizational development and change efforts accordingly. They also must consider the kinds of skills leaders must have.

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CHALLENGES OF UPGRADDING STRATEGIC CAPABILITY IN PUBLIC SECTOR.
ABSTRACT: Noting significant shifts in public expectations of government transportation policy, management at the Minnesota Department of transportation concluded that its approach to internal operations and external affairs required adjustment. After thoughtful discussion of the options, management decided to import and adapt advanced management techniques from the private sector in ways that were consistent with public sector values and introduce them by means that would support healthy development of a learning organization. This innovative approach produced benefits for the organization. It also demonstrated the unique challenges public sector organizations have in upgrading strategic capability: creating a framework of outcomes that are clear and congruent; adapting strategic techniques to agree with public sector organizational values and introducing them in ways that garner public acceptance; being accountable for shaping a future according to shared public aspiration; creating systems to provide the grist for strategic analysis in forms compatible with the methodologies; creating clarity in the organization's conceptual and strategy framework so that strategic techniques achieve their promise; producing an aspiration for the future that is shared by the general public; and setting a longer-term goal that inspires commitment. A conceptual framework is offered. Analysis of the challenges - challenges anticipated and challenges apparent only in after-the-fact reflection - highlights issues faced by public-sector management executing a strategic upgrade.
ACCESS: http://dx.doi.org/10.3141/1558-17

ABSTRACT: Despite its societal cost, failure provides essential information for organizational learning. A central question, however, is why organizations vary so widely in their responses to failure. For instance, while some organizations adapt following failure, others stagnate. To address this question, this dissertation integrates research on learning from failure and research on organizational heterogeneity. I specifically examine whether and how organizations vary at failure-induced learning as a function of their most relevant characteristics, including prior experience, internal structure, and organizational legitimacy. First, I examine the process through which performance shortfalls spur organizational risk taking. Managers in some organizations facing performance shortfalls tend to take risks, while managers in other organizations avoid risky changes. This conflict is interesting because some level of risk taking appears necessary for organizations to remain competitive, adapt to their environment, and improve performance. To forward this debate, I argue that organizations with limited operating experience are less buffered from failure, and hence that poor performance constrains risk taking at these organizations. I also argue that organizations with poor legitimacy are also less buffered, and hence that performance shortfalls also lead to risk aversion at these organizations. Despite its societal cost, failure provides essential information for organizational learning. A central question, however, is why organizations vary so widely in their responses to failure. For instance, while some organizations adapt following failure, others stagnate. To address this question, this dissertation integrates research on learning from failure and research on organizational heterogeneity. I specifically examine whether and how organizations vary at failure-induced learning as a function of their most relevant characteristics, including prior experience, internal structure, and organizational legitimacy. First, I examine the process through which performance shortfalls spur organizational risk taking. Managers in some organizations facing performance shortfalls tend to take risks, while managers in other organizations avoid risky changes. This conflict is interesting because some level of risk taking appears necessary for organizations to remain competitive, adapt to their environment, and improve performance. To forward this debate, I argue that organizations with limited operating experience are less buffered from failure, and hence that poor performance constrains risk taking at these organizations. I also argue that organizations with poor legitimacy are also less buffered, and hence that performance shortfalls also lead to risk aversion at these organizations. I extend this model by examining the process through which organizational learning impacts performance. I develop and test a framework regarding whether and how organizations improve at learning from failure based on knowledge gained and retained through their operating experience, and I also examine whether this process differs for generalist and specialist organizations. I examine this framework in the context of modern U.S. railroad companies following industry.
deregulation, from 1978-2003. These tests, and the theoretical framework borne out of this dissertation, extend the literature on organizational learning by specifying the previously unexplored processes through which key sources of organizational heterogeneity, including prior organizational experience, internal structure, and organizational legitimacy, influence and constrain the ability to learn from and respond to performance shortfalls. As such, this dissertation is part of an emergent movement to understand how organizations learn from failures and why this process differs so widely across organizations.

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CONTRACTING OUT ALL OF THE SWEDISH NATIONAL ROAD ADMINISTRATION PRODUCTION WORK THROUGH COMPETITIVE BIDDING. A STUDY OF THE EFFECT ON WORK QUALITY, TRANSACTION COSTS AND LEARNING ORGANIZATION.


ABSTRACT: This report studies the effect the opening up of routine road maintenance in Sweden, traditionally carried out by the Swedish National Road Administration (SNRA). The main aim is to study the effect contracting out has had on work quality, transaction costs and the learning organization year 2001. The research is built upon three hypotheses: Hypothesis 1: The SNRA cannot determine if the quality of the work is as contracted. Hypothesis 2: Transaction costs are less than 5 per cent of the production costs. Hypothesis 3: The lack of co-operation of SNRAs regional offices with each other and with the head office makes it difficult for SNRA to function as a learning organization. The main research methods used were interviews, a questionnaire, and participation in various meetings, such as site meeting and quality audits. Great emphasis has been put on the detailed questionnaire which was sent to client representatives. The report includes a description of the background, definition and use of three theoretical concepts: quality, transaction costs and learning organization. The results show that client representatives at the regional level can determine that the SNRA receives the contracted quality, but at the central level it is not possible to determine quality fulfillment due to lack of complete and comparable data. The study also concludes that it is not possible to completely separate transaction costs from the other production costs, mainly because man-hours spent per task is not accounted for at the regional level. The questionnaire results show that the largest single transaction costs are those associated with reviewing the contracted work. This study shows that the client representatives think that the SNRA receives the contracted quality. The client representatives believe that the review process plays an important role in assuring the quality of the contractors' work. This study also shows that the client's work is carried out differently in the different SNRA regions studied. This lack of administrative control by a central authority has lead to the main offices in the regions becoming "head offices" for the offices at the local level. The freedom each regional office affords its employees provides the opportunity to develop new methods and organizational structures. At the same time substantial differences between the regions and the lack of co-operation between the regional offices and the regional offices with the head office makes it difficult for the SNRA to function as a learning organization.

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DEVELOPING A LEARNING ORGANIZATION.


ABSTRACT: The report pertains to the long-term project undertaken by District 10-0 of the Pennsylvania Department of transportation to understand and promote the concepts of a learning organization using the principles espoused by MIT Professor Peter Senge. The training, as well as the instruction and facilitation of the year-long project, were done by three professors from the Department of Management at Indiana University of Pennsylvania. The project was intended to improve the knowledge, skills, and attitudes necessary for organizational development and to integrate the principles of systems thinking in the organization. The results of the project and the training program, as evidenced by several testing and observation tools, show significant improvement in all the three aspects for the participants -- knowledge, skills, and attitudes. The report outlines the details of the project including the training program, the pedagogy, the composition of the groups of trainees, the tests, assignments, and results of the program. The report also outlines recommendations for the future.


GOVERNMENT AS LEARNaucracy? LEARNING AND PERFORMANCE IN A CANADIAN PUBLIC SECTOR ORGANIZATION.


ABSTRACT: Few empirical studies have examined the relationship between learning organization dimensions and public sector performance. While others have argued that public organizations are important contexts for the study of organizational learning, learning in public sector and government organizations has not been given the empirical attention that private sector learning has. The goal of this study is to assess to what degree a government bureaucracy can learn and to examine whether a relationship exists between learning (predictor variables) and performance (criterion variables) in a government organization. To evaluate this, the government department of Family Services and Consumer Affairs within the province of Manitoba, Canada was used as a case study. All non-
political staff in the Department were invited to complete an online version of an adapted version of the Dimensions of the Learning organization Questionnaire (DLOQ). The current study addresses several gaps in the literature. This study found that a relationship indeed exists between organizational learning and performance in a Canadian public sector context. Second, a fourth variable of performance (goal performance) was added to assess the relationship between organizational learning and an organizations stated goals. Dimensions of the learning organization were found to be predictive of goal performance. Third and finally, this study offers recommendations on if and how a public sector organization can move from a bureaucracy, with its hierarchical authority and rules and order, to a learnocracy, based on individual empowerment and a culture of reflexivity.


IMPLEMENTING CHANGE IN A PUBLIC AGENCY: APPLYING A PROCESS TO PRODUCE CHANGE IN VDOT.
ABSTRACT: Change stands as both a threat and an opportunity that every organization faces. In response to the requirement to either confront and implement change or cease to exist, an organization must develop a systematic model to address change that effectively incorporates the change into the company. Public agencies such as the Virginia Department of transportation (VDOT) must likewise address these issues. A model is proposed for change that describes a process for implementing change in an organization. The critical steps to change include identifying the reason for change (the ‘why’ and the ‘what’ of change), following a prescribed process for change (the ‘who’ and the ‘how’ of change), and overcoming the challenges to change (the barriers to change). This model is then applied to a specific situation confronting VDOT as an exemplar of how a public agency may successfully navigate through a change situation.
NOTE: While this report focuses on change at VDOT, it does cite Peter Senge, noting: “Instead of crusading on a mission for change, the most successful change leaders are designers of a learning process...The learning process reduces resistance.”

IMPROVED PARTNERSHIP WORKING FOR LOCAL AUTHORITY TRANSPORT PLANNING.
ABSTRACT: Diverse perspectives need to be brought together to facilitate the organisational delivery of more sustainable transport plans and policies. This necessitates close-working partnerships and good cross-sector learning. This paper looks at the rationales for design of, and anticipated roles for, two tools to assist this process: one a guide to cross-sector and intra-organisational partnership working written specifically for local authority transport practitioners; and the other an online framework within which practitioners can better identify and utilise other products from the research programme. Whilst grounded in UK research and experience, the lessons learned are generic to the European context. The paper also investigates the success of DISTILLATE’s own interdisciplinary approach and relates this to the literature, in particularly to the idea of ‘double loop learning’ by which individuals and organisations (research and practitioner) can acquire the new knowledge necessary to make the step-change towards more sustainable transport systems and practices. This is followed by a discussion of the implications of this for supporting decision-making more widely in the field of transport and infrastructure.
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INFLUENCES OF ORGANIZATIONAL CULTURE ON LEARNING IN PUBLIC AGENCIES.
ABSTRACT: Examines the influence of organizational culture in learning organizations. Different kinds of organizational theories: Role of culture in theories of organization; Effects of collective meanings invested in routines of organization.

KNOWLEDGE TRANSFER NEEDS AND METHODS.
CITATION: Robert A. Perkins and F. Lawrence Bennett. Prepared for Alaska University Transportation Center and Alaska Department of transportation, December 2012, 121pg.
ABSTRACT: The State of Alaska has an aging workforce. There is a paucity of workers in the 25 to 45 year age group. The Alaska Department of transportation and Public Facilities (AKDOT & PF) has almost one third of its workforce eligible to retire within five years. In earlier research we examined this problem with respect to recruitment, retention, and succession planning. This project will focus on issues related to knowledge transfer, the passing of knowledge from more experienced employees to newer employees, especially in the engineering and technical areas. Both the state and the AKDOT&PF are well aware of the employment demographics and knowledge transfer issues. These are indeed problems nationwide problems and in developed countries worldwide. Here we
.propose to review the knowledge transfer needs of the AKDOT&PF, the current practices with respect to the many tools available, and meet with AKDOT&PF managers and professionals in focus groups to determine which tools are likely to be effective in enhancing knowledge transfer. We plan to identify barriers to knowledge transfer, such as managers’ reluctance, corporate culture, and history. Following reviews, this project will present recommendations to the AKDOT&PF with tools that can be implemented to enhance knowledge transfer.


DESCRIPTION: Chapter 5 of this annual report (titled SHA University) notes: During FY 2007, the concept of SHA as a Learning organization was embraced. The learning organization looks at ways to integrate employee development, performance, and talent management into one package to help make an employee effective from hire to retire. A greater emphasis was placed on managers, at all levels, as coaches to guide employees’ learning and development to match the business needs of the organization.


LESSONS LEARNED ABOUT CRASH BARRIERS IN QUEENSLAND.
ABSTRACT: Some applications of crash barriers to real-world situations may not be covered by standard drawings, conventional documentation or ready-to-use guidelines, all of which may assume a more ideal reality in the road environment than practitioners will encounter. This paper shows installations which are sub-optimal and it provides advice on what could have been done better. This advice is proffered on the basis that a learning organisation should grow and become better by examining its sub-optimal installations so that risk can be reduced.

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MN/DOT LIBRARIANS—TRUSTED INFORMATION PARTNERS.
DESCRIPTION: This short essay discusses the role of the Minnesota Department of transportation library in helping Mn/DOT achieve new goals. It notes: “The recent mergers of MN/DOT Library with our Offices of Research Administration and Strategic Initiatives align many of our services that gather, create, and synthesize information, and then help develop strategies to implement and act upon the information. Our newly created Office of Research and Strategic Services, including the library, reports to the department's Chief of Staff, reporting to me, within the Office of the Commissioner of Transportation. For many years our library staff have been valued for their ability to locate and retrieve information. Their skills in searching databases and their knowledge of information sources have allowed the rest of our staff to efficiently investigate and respond to a wide range of issues. More recently, as the amount of available information and the number of issues demanding our attention have expanded, the department has benefited from even more areas of librarians’ knowledge.... The increased role of librarians in meeting our information needs played a part in the recent decision to relocate MN/DOT Library to a highly visible location just off the main lobby in our Central Office Building. This location not only emphasizes our department’s efforts to become a learning organization, but also helps meet another goal - that of becoming a trusted source of information.”


THE ROADS AHEAD ... USING STRATEGIC ANALYSIS IN THE DEVELOPMENT OF ROAD STRATEGIES.
ABSTRACT: Success or failure of today's transport agencies depends on how well they are prepared for, and respond to, emerging economic, social, environmental and technological changes in their external operating environment. A strategic scanning process of the external environment was introduced into Main Roads Western Australia in 1996 and had a number of objectives: (1) to outline possible futures and issues facing the organisation; (2) to develop a learning organisation by building a strategic capability; (3) to involve stakeholders in future issues facing Main Roads. Strategy staff identified transport futures issues which were collated and analysed by a specialist consultant and published on a quarterly basis in RoadScan, as well as online. Issues raised were workshoped with staff and discussed with stakeholders. A number of emerging issues were identified for further research and analysis. Staff have developed a strategic capability and stakeholders have been involved in developing the future directions for road transport. An evaluation of RoadScan showed overwhelming support.

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THE ROLE OF TACIT KNOWLEDGE NETWORKS IN A STATE AGENCY AN ANALYSIS BASED ON A GROUNDED THEORY APPROACH.
ABSTRACT: This research study used a grounded theory approach to discover and understand the role tacit
knowledge networks play for employees of critical functions for a state agency. Employees participate in both strong and weak networks in which tacit knowledge is shared. Strong networks are primarily restricted to immediate geographical areas resulting from lack of time and resource allocations to support participation. Network membership or isolation, the type of knowledge shared, introduction to networks, and roles in networks vary according to tenure within the organization. Networks are strongly impacted by the agency culture and its role as a government organization. Sharing of knowledge results in improved processes, shared workloads and eased work assignments. Networks were strongly impacted by retirements and attrition over the last decade leading to dissolution or weakening of these connections.

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SEAMLESS TECHNOLOGY TRANSFER VIA STRATEGIC PARTNERING BETWEEN STATE TRANSPORTATION AGENCIES AND ACADEMIC/RESEARCH INSTITUTIONS.


ABSTRACT: Tanzania Ministry of Works, Holland House Avenue, P.O. Box 9423, Dar es Salaam, Tanzania; This paper describes traditional and emerging trends in methods of delivering research, development, and technology transfer (RD&T2) to transportation agencies responsible for transportation infrastructure, operations, and services. The advantages and disadvantages of each method are discussed. Special emphasis is given to the method of strategic partnering between transport agencies and the research/academic community via consortia, and potential for this partnering in fostering the creation of 'learning organizations.' Finally, a case study of a strategic partnering effort in the delivery of RD&T2 to the New York State Department of Transportation is presented. The circumstances leading to its formation and the lessons learned during its first 5 years of operation are also discussed.

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STRATEGIC PARTNERING THROUGH CONSORTIA: THE NEW YORK STATE EXPER.


ABSTRACT: Agencies providing transportation infrastructure, operations and services are facing increasing needs for research, development (research and technology transfer services due to rapid changes in technology). How they procure R&D services efficiently has been of great interest to top management personnel of such agencies. Since most transportation agencies are government entities, procurement of goods and services must follow strict procedures that ensure transparency (accountability), fairness and objectivity in the awards. However these procedures have often slowed down the process. The time taken from problem statement to contracting and project execution has often been too long, thereby making such agencies last to acquire R&D services and difficult to keep abreast with the fast-changing technology. Therefore, the question has been: are there mechanisms that would speed-up the procurement of R&D and still meet the goals of transparency, fairness and objectivity in the awards? Furthermore, are there mechanisms that improve agencies' efficient access to a large spectrum of research competencies? In this paper, the authors discuss one such mechanism that can be used to facilitate the procurement of R&D services. The mechanism involves a strategic partnering between transportation agencies and academic/research consulting communities through consortia. The paper outlines benefits and shortcomings of such a strategic partnering. The potentials for an agency and a consortium to become "Learning organizations" through such partnerships are also discussed. The authors' discussion is significantly from their experience in running such a consortium. This consortium is known as the Transportation Infrastructure Research Consortium (TIRC) that developed a strategic partnering the New York State Department of Transportation (NYSDOT). TIRC is consortium of 10 universities and two research organizations in New York State. Currently, TIRC is in its sixth year of operation. While the partnership is still in the learning phase, there are a number of useful past experiences that the authors discuss. They only describe this partnership, but also analyze the reasons for success and further point out possible improvements and pitfalls such a relationship.

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TACIT KNOWLEDGE TRANSFER IN A STATE TRANSPORTATION AGENCY.


ABSTRACT: knowledge organizations, and the knowledge economy. Similarly, much is currently being said and written about how the discipline of knowledge management can mitigate the risk of organizational knowledge loss. This paper condenses the plethora of recent articles, papers, and books on the subject, in an attempt to provide a concise, yet comprehensive, description of the issues involved in the baby boomer brain drain, likely consequences of the brain drain, and some approaches for lessening the effects of the brain drain. The approach used is to begin by briefly tracing the history of human socio-economic development – focusing on how the nature of work has evolved over the millennia, resulting ultimately in a society where knowledge has become the primary source of wealth and economy power. Next, the paper lays a foundation for the phenomenon of organizational knowledge loss by contrasting knowledge work and knowledge workers with earlier work and earlier workers, specifically with regard to the knowledge worker’s need for highly enlightened and visionary leadership. The paper then presents some of the unique challenges leaders face in meeting the leadership needs of knowledge workers in the public
sector – in particular within the context of the aging federal workforce, the impending exodus of the baby boomer generation, and the seldom-recognized “next brain drain.” Finally, and the paper suggests some approaches for overcoming or mitigating the effects of those challenges, and focuses on a public sector organization that has implemented successful programs to accomplished that objective. A great number of concepts, models, tools, techniques, and methodologies are introduced in this paper. It should be realized that, because of their sheer number, there cannot be any attempt to explain or describe them in detail. A comprehensive list of references is provided for any who wish to further explore anything introduced herein.


**VDOT KNOWLEDGE MANAGEMENT TOOLKIT.**


ABSTRACT: Not available.


**WHAT IS A LEARNING ORGANIZATION? REFLECTIONS ON THE LITERATURE AND PRACTITIONER PERSPECTIVES.**


ABSTRACT: What is a "learning organization," and does this model help organizations achieve desired outcomes? The impetus for investigating literature and talking with practitioners about organizational learning was to understand whether it is relevant to my thesis project, an endeavor to improve environmental protection work at the Wisconsin Department of Natural Resources (WDNR). This project is the focus of the author’s graduate work at the University, and reviews the literature about learning organizations, classifying it into five categories: 1. The "Founders" of organizational learning; 2. Real-world Definitions and Critiques; 3. Promoting Continuous Improvement, Innovation, Stakeholder Collaboration, 4. Organizational learning and Organizational Outcomes, and 5. Approaches for Building Organizational learning.

NOTE: As part of the research, the author notes on page 25 that she “called a meeting of interested parties in the University of Madison community and participants speculated interested parties in state government might include: Wisconsin Department of Transportation: Janet Nordorft and others. Nordorft (still with WisDOT, but in a different capacity) was contacted by the VDOT Library in regard to this report. In e-mail correspondence dated 12-17-14 Nordorft noted: ‘I don’t recall any specific actions regarding Rebecca’s report that WisDOT conducted in 2003. I do know a number of people that were mentioned within that report though. As far as if WisDOT or others are making strides in OD, I would say that WisDOT was an active learning organization around 2003. One initiative that I was the point person was the Wisconsin Forward Award which assessed the organization in six key areas and business results. OODS organized several programs such as an agency Leadership Program and did quite a bit on change management, process improvement and performance measures. Those are several examples that I can think of. Reading Rebecca’s report and recalling what a learning organization is made me reflect back to see if we were moving in that direction and I would say we were. Since 2003, a lot has changed regardless of what organization you are referring to, products and services offered, size, etc. I think that the economy in general has changed because we are now a global economy. Technology including the Internet has changed a lot of how business is conducted as well. The downfall in 2008 was a huge impact. There are many other things that have huge impacts which I believe changes organizational development in different ways compared to 2003. As far as WisDOT training being a component, it is important but OD is much more immersed in the culture, systemic, and supported from top leadership. So the current WisDOT training staff may have some thoughts but training, but it is much bigger than services that they provide... – let me know what else I can do to assist you.”

ACCESS: https://www.engr.wisc.edu/services/elc/lor/files/Learning_Org_Lit_Review.pdf

**CASE STUDIES—PUBLIC SECTOR:** Citations in this section deal with state and federal government agencies (with the exception of transportation agencies) and any other agency or organization that could be considered a part of the "public sector," including many outside of the United States. A large number of Canadian agencies appear to have successfully experimented with organizational learning strategies and it is possible (though not confirmed) that the Learning organizations concept has been encouraged or supported by the Canadian government through resources like: Tools For Leadership And Learning: Building A Learning organization and A Primer on the Learning organization (Prepared for The Public service Learning Policy Directorate of the Canada Public service Agency). For example, the latter document notes: “The recently published Policy on Learning, Training and Development (“the Learning Policy”) empowers deputy heads to become what might be called Chief Learning Officers for their organizations.” It goes on to note: “Although the first phase of implementing the Learning Policy has centered on the required training for new
employees, functional specialists and managers at all levels, it is crucial to note that the policy addresses other fundamental dimensions of learning:

*In addition, [the Policy] introduces measures to strengthen organizational leadership and promote innovation. Implementation of this policy will help build a learning culture in the Public service of Canada and stimulate, guide and promote its development as a learning organization.*

Later, in Section 5 of the Learning Policy, there is another reference to these broader dimensions:

*The objective of this policy is to help build a skilled, well-trained and professional workforce; to strengthen organizational leadership; and to adopt leading-edge management practices to encourage innovation and continuous improvements in performance.*

And again, in Section 6, entitled *Policy Requirements:*

*measures are taken to strengthen organizational leadership and promote innovation through the adoption of leading-edge management practices;*

Canadian government agencies known for healthy learning initiatives include: Alberta Public Service, and Public Service of Canada. Items in this section are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context at a glance. *(Return to Contents...)*

**ACTION LEARNING AND ORGANIZATIONAL LEARNING: POWER, POLITICS AND EMOTION IN ORGANIZATIONS.**


ABSTRACT: The theme of this paper is a discussion of the relationship between action learning and organizational learning. The main argument is that action learning has been understood in terms of the impact that it can have within the organization, and that, in addition, it is important to ask—what is the impact of organization on action learning? The benefit of this shift of focus is that action learning can be seen as an organizing process as well as a learning process. Action learning is likely to be concerned with individuals' responsibilities to solve key organizational problems, but it is also possible to set this task firmly alongside an engagement with existing organizational dynamics and power relations mobilized by attempts at learning, and the influence they inevitably have on the outcomes of learning. To understand this shift it is necessary to examine the emotions and politics that create and are created through organizational dynamics. Short examples from both private and public sector organizations are used to illustrate the arguments. These arguments are related to developments in the theory of action learning through an additional component to the original action learning formula. 'Organizing insight' provides a link between action learning and organizational learning.

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**ANALYSIS OF LEARNING ORGANIZATION THEORIES AND THEIR APPLICATION TO PUBLIC ORGANIZATIONS.**


ABSTRACT: There has been much written in the last few years on the concepts of learning organizations. Learning organization concepts have been applied to private organizations with some success. The question remains -- can these same learning organization characteristics apply as effectively to public-sector organizations? Many theories of learning organizations exist. Those of Peter Senge, Michael Narquardt, and David Garvin are discussed. Although there are inherent impediments to the adoption of learning organization concepts by public organizations, there are some actions that can be taken to provide a more hospitable environment. Among them are the need for incentives for individuals, and organizations; removal of hierarchies/boundaries; collaborative tools; cultural changes; personnel training; and, most importantly, support from Congress during the change process.

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**APPLYING THE LEARNING ORGANIZATION MODEL TO GOVERNMENT PROGRAMS.**


ABSTRACT: An essay is presented on the use of learning organization model in government programs. It discusses how the Texas Department of Housing and Community Affairs' Weatherization Assistance Program successfully
utilizes the learning organization model. It explores the creation of a simple online system that resulted to best practices, frequently asked questions (FAQ), and checklists.


**CAN PUBLIC SECTOR ORGANISATIONS LEARN?**


ABSTRACT: Considers organizational learning in the public sector in light of public sector reform initiatives in Canada. Description of several public sector reforms that rely on organizations using information on performance; Overview of organizational learning; Needed mechanisms for results-based learning; Risk-averse nature of most public sector organizations.


**A CASE STUDY OF DISTRICT LEADERSHIP USING KNOWLEDGE MANAGEMENT FOR EDUCATIONAL CHANGE.**


ABSTRACT: The purpose of this paper is to examine the work of district leadership of a large Canadian school district in becoming a learning organization over four years using knowledge management practices.

Design/methodology/approach – A qualitative study conducted from 2000-2004 using a naturalistic research paradigm with the underlying principles of grounded theory. Data were collected from a sample of six supervisory officers through individual and focus group interviews. Findings – Using knowledge management practices, the senior leaders of a large school district organically developed a unified new amalgamated super-district. They redefined their roles from managers to knowledge leaders in order to reshape the district into a learning organization that could positively respond to the continual changes being rained down on them. Practical implications – This paper offers insights that are both theoretical and practical on how senior leaders transform their role from operational managers to knowledge leaders for school improvement. The conceptual framework proves valuable in understanding how change can work in practice. Research limitations/implications – Although the study is limited by the specific context from which data were drawn, it offers useful lessons and direction for large districts undergoing major reforms. Originality/value – This paper highlights the role of senior leadership as knowledge leaders managing a district towards becoming a learning organization via organic processes that promote knowledge flow.

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**COMMUNITIES OF PRACTICE: DEVELOPING A LEARNING CULTURE IN THE PUBLIC SECTOR.**


ABSTRACT: Not available.

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**A COMPARATIVE ANALYSIS OF CONCEPTIONS OF KNOWLEDGE AND LEARNING IN GENERAL AND PUBLIC SECTOR LITERATURE 2000–2009.**


ABSTRACT: In this article we analyze the ways in which concepts of “knowledge” and “learning” are represented in public sector management literature and compare these with contemporary concepts in the broader knowledge management and organizational learning disciplines. Gaps and differences between the two sets of literature are discussed and clarified. How differences emerge and are displayed is discussed, and implications for the variation on practice and organizational effectiveness in the public sector are presented. The article’s contribution is in its illustration of the gap between representations of knowledge and learning in public sector literature and the disciplinary literature in knowledge management and organizational learning.

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**CREATING A CULTURE OF LEARNING : RECOMMENDATIONS FOR PUBLIC SERVICE ORGANISATIONS**


ABSTRACT: The dawn of the new South Africa, with the election of the first democratically elected government in 1994, provided a huge service delivery challenge to the public service. Delivery challenges included, the different own affairs services that had to be amalgamated into one public service, matters of transformation, with regard to representivity of all race groups in government, and to reduce the huge backlog of access to public services to millions of South Africans previously excluded. Notwithstanding various initiatives by government through legislation and policies, to support the public sector in developing necessary skills and competencies of public servants for the improvement of service delivery, there is currently massive dissatisfaction from citizens regarding government’s inability to provide basic services. Research will prove that the traditional manner of skills development initiatives
cannot alone assists public servants to improve their skills and competencies to allow government to deliver on its mandate to provide minimum services to its citizens. Furthermore the research will prove that the concept of the learning organisation (LO) or alternatively organisational learning (OL): Can support the traditional training and development methods to improve the skills levels of public servants to deliver on the mandate of government ; Is a planned intervention which must be supported from management as change agents ; Benefit employees more from this approach to learn ; Must be supported by a change of the organisational culture, information and knowledge management and the appreciation of individual knowledge and experience.

ACCESS: http://hdl.handle.net/10019.1/6668

CRISS-INDUCED LEARNING IN PUBLIC SECTOR ORGANIZATIONS.
CITATION: Edward Deverell. Utrecht University, Stockholm Sweden, 2010, 244pg.
ABSTRACT: How do public organizations manage crises? How do public organizations learn from crises? These seemingly basic questions still pose virtual puzzles for crisis management researchers. This dissertation sheds light on the problems regarding the lack of knowledge on how public organizations manage and learn from crises, with a number of critical knowledge gaps in contemporary crisis management as the starting point. It argues that there is a need of increased knowledge not only about crises and how they develop, but also about how they are actually managed by public organizations. For that purpose we need to bring an injection of organizational studies into the field of crisis management research. The overall objective of the dissertation is to increase understanding of crisis response and crisis learning in public organizations. In doing so, I conduct an abductive study of how public organizations respond to crises and how they learn during and after these events. The empirical contribution is a careful process tracing and case reconstruction of six cases involving Swedish public sector organizations: The Swedish energy utility Birkä Energis management of two cable fires that caused large-scale blackouts in Stockholm in March 2001 and May 2002; The city of Stockholms management of the 2001 blackout and the repeated incident in 2002; The Swedish Defence Research Agencies (FOI) management of hoax Anthrax letters in 2001; and three Swedish media organizations (the Swedish public service radio Sveriges Radio, the Swedish private TV station with public service tasks TV4, and the Swedish public service TV station Sveriges Television) management of news work and broadcasting challenges on 11 September 2001. The case studies are further analyzed by two basic strategies: an explorative strategy to deepen theoretical and methodological insights on how to study crisis management and learning processes; and an explanatory strategy to explain why case narratives and processes
ACCESS: http://igitur-archive.library.uu.nl/dissertations/2010-0226-200334/UUindex.html

DEFINING AND IMPLEMENTING THE LEARNING ORGANIZATION: SOME STRATEGIC LIMITATIONS.
ABSTRACT: The concept of the learning organization has gained increasing currency in the management literature. However, the concept has not received much attention in the public sector. This analysis discusses the idea of the learning organization and its applicability in one public organization, the Office of Information Resources in South Carolina. Both the substance of the concept of the learning organization and its methodological implications are considered. The focus of this particular effort was on using technology as a catalyst for change and capitalizing on “deeper learning cycles” as strategic devices in a process of organizational transformation. The successes and the problems of efforts to implement the learning organization are recounted with the intent of suggesting initiatives that might be undertaken by other public agencies interested in incorporating more systematic learning processed into their operations.

DEVELOPING A HOLISTIC PERSPECTIVE ON LEARNING AND KNOWLEDGE IN A PUBLIC SECTOR ORGANISATION : AN EXPLORATION OF WORKPLACE EXPERIENCE.
Note: xi; ; 30 cm.; Dissertation: Thesis (Ph.D.) -- University of Canberra, 2006.; Note(s): Submitted in fulfilment of the requirements of the degree of Doctor of Philosophy./ Bibliography: p. 316-338."
ABSTRACT: Not available.
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DEVELOPING A KNOWLEDGE MANAGEMENT STRATEGY FOR THE PUBLIC SECTOR.
ABSTRACT: This report seeks to identify a knowledge management strategy that may be adopted by public organisations, based on literature review and qualitative analysis. The proposed strategy comprises five main elements: Organisation Culture, People Development, Organisation Structure, Reward Structure and Knowledge Stewardship, which are instrumental in the development of organisations.
ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov
DEVELOPING A LEARNING ORGANIZATION IN THE PUBLIC SECTOR.
ABSTRACT: Focuses on the deployment of a quality improvement project within the Health Care Department (HCD) of Campinas, Brazil. Assessment on the organizational behavior of the HCD; Overview of the health care system in the country; Efficacy of the quality improvement program; Factors needed to maximize the application of learning organization concepts.
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EMPLOYEE DEVELOPMENT IN ONE CORE PUBLIC SECTOR DEPARTMENT: [A RESEARCH PAPER SUBMITTED TO VICTORIA UNIVERSITY OF WELLINGTON IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC POLICY (M.P.P.)].
ABSTRACT: Not available.
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EXPERIENCES OF A LEARNING ORGANIZATION IN THE PUBLIC SECTOR.
ABSTRACT: This article explores the experience of a municipal government agency as it confronts the challenges and opportunities of meeting seemingly unlimited demands with limited resources. The City of Scottsdale, Arizona, enjoys a national reputation for innovative approaches to public policy issues. This article examines Scottsdale's efforts to create a learning organization, through a Venture Team which represents a core strategy for continuous improvement and lifelong learning.
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FROM BUREAUCRATIC ORGANIZATIONS TO LEARNING ORGANIZATIONS: AN EVOLUTIONARY ROADMAP.
ABSTRACT: Purpose ? To track changes in management paradigms from the bureaucratic to the learning organization model, highlighting core differentiating features of each paradigm as well as necessary ingredients for successful evolution. Design/methodology/approach ? The article takes the form of a literature review and critical analysis. Findings ? The complexity of the learning organization necessitates gradual evolution. The successful integration of the characteristics of post-bureaucratic firms ? empowerment, teamwork, trust, communication, commitment, and flexibility ? coupled with an emergent systems perspective can provide improved understanding of how the learning organization disciplines may actually materialize. Originality/value ? Linking two traditionally encapsulated areas of research namely post-bureaucratic organizations and learning organizations, highlighting an interesting roadmap for successful convergence of post-bureaucratic organizations towards learning organizations.
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GAUGING LEARNING IN PUBLIC SECTOR ORGANIZATIONS: A CASE STUDY OF THE PENETRATION RATE ENHANCEMENT PROGRAM (PREP) OF THE VIRGINIA DEPARTMENT OF SOCIAL SERVICES
ABSTRACT: Many public administration scholars and administrators look to the concept of organizational learning as a means of coping with shrinking resources and increasing responsibilities and accountability. At the theoretical level, the notion of organizational learning is appealing, since it emphasizes achieving organizational goals through optimization of internal resources, i.e., assimilation of staff members' fullest potential and organizational visions through the synergistic effects of knowledge creation and continuous learning. There has been a fascination without foundation about organizational learning among scholars of public sector organizations because the validity and utility of organizational learning theory has not been tested in public sector organizations. From the perspective of organizational learning, this dissertation evaluates an intervention program the penetration rate enhancement project (PREP) to determine whether and to what extent organization learning has taken place in selected localities. The penetration rate is a foster care funding ratio of federal to state and local dollars. The Commonwealth of Virginia's Department of Social Services through collaborative relationships sought to impart policy knowledge (cooptation) in the local departments of social services (LDSS). This study measured the presence (or absence) of a learning environment that was hypothesized to influence the degree of organizational learning and tested whether it correlates with learning variations as approximately by the penetration rate in LDSSs over a period of more than four years. The main research focus is whether an effective learning environment was related to the extent of learning and thereby may help explain learning variation in public sector organizations. This study uses mixed methods to examine the research questions. The study found evidence of some differential, dispersed, and intermittent learning in various localities. The localities are classified as exhibiting conscious learning, facade learning, unaware learning, and absent learning. Those localities that learned and exhibited evidence of a learning
environment are referred to as conscious learners; those localities that saw the presence of learning environment but had not been able to learn are referred to as having experienced facade learning; those localities that have learned but did not see a presence of a learning environment are referred to as being marked by unaware learning; and those localities that did not learn and did not have a presence of a learning environment are referred to as exhibiting absent learning. The anecdotes of special difficulties experienced by public sector organizations to learn have been reaffirmed by the differential perceptions about learning environments held by the senior and junior level staffers in LDSSs. It is also apparent that problematic organizational structures, an economic (dis)incentive system, and the omission of financial component all contributed to the constraints on organizational learning in LDSSs. Despite the constraints, however, the PREP was largely successful in cultivating organizational learning at the LDSSs, and the organizational learning lens for evaluating intervention programs in public sector organizations at the local level was valid.

ACCESS: http://scholar.lib.vt.edu/theses/available/etd-07102007-103411/

THE IMPACT OF CAUTION AND BLAME ON ORGANIZATIONAL LEARNING.

ABSTRACT: The aim of this article is to examine the relationship between emotion, learning and organizing. In particular, this involves developing an understanding of how emotional and political aspects of organizing can shed light on the tensions between individual and organizational learning. The research highlights organizational dynamics created through repeated patterns of caution and blame within a public sector organization. The study shows how these dynamics inhibited processes of reflection and communication within the organization, undermining the implementation and further development of strategies explicitly designed for organizational learning. The article explores the politics that arise from attempts to organize learning, as well as how organizational politics are created from and reinforced by emotions expressed both individually and collectively. The final section covers discussions on the contribution of this study to organizational learning, the implications of the study for organizations, and issues for further research.

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THE INDIVIDUAL/COLLECTIVE DIALECTIC IN THE LEARNING ORGANIZATION.

ABSTRACT: Purpose - The purpose of this paper is to answer two interrelated questions: "Who learns and how in the learning organization?". By implication, many theories of the learning organization are adressed that are based on a static and erroneous separation of individual and collective. Design/methodology/approach - Four episodes from a larger case study exemplify the theoretical arguments. These were based on a longitudinal ethnographic study of a salmon hatchery and the public-sector organization to which the former was accountable. Conceptual framework is strongly dialectical: in their actions individuals concretely reproduce the organization and, when actions vary, realize it in novel forms; organizations therefore presuppose individuals that concretely produce them. However, without an organization, there would be no aim or orientation to individual actions to speak of in the first instance. Findings - The paper finds that individuals learn, through the production of socio-material resources, notions of organizations which are not abstract. These resources increase action possibilities for the collective, whether realized concretely or not. Expansive learning in individuals is co-constitutive of learning in organizations and decreasing interest in individual learning constitutes decreased levels of action possibilities for the collective. Research limitations/implications - The paper shows that using this framework, it becomes problematic to separate individual and collective learning. Originality/value - The paper shows that access to participation by all members is a key component as are affordances given by the organization for the development of individuals.

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THE INFLUENCE OF LEARNING STYLES ON THE CREATION OF ACTIONABLE KNOWLEDGE IN PUBLIC SECTOR MANAGERS.

ABSTRACT: Recent research suggests that managers learn more effectively in informal settings, rather than those settings evident in many formal education and development programmes. Increasingly more importance is also being attached to the need for managers to understand that the acquisition of knowledge is largely a social phenomenon, and one factor that might distinguish successful managers from others is tacit knowledge. This study explores the possibility that levels of accumulated managerial tacit knowledge (LAMTK) may be influenced by individuals learning styles, and the degree to which their dominant styles are matched with the context of their work environment. Instruments used in the study include Sternberget's (2000) Tacit Knowledge Inventory for Managers, Geiger's (1993) normative version of Kolb's (1984) Learning Styles Inventory and Warr & Downing's (2000) Learning Strategies Questionnaire. These inventories were completed by 356 Malaysian public sector managers undergoing management development programmes. Findings suggest that LAMTK is independent of the length of subjects general experience, but positively related to the amount of time spent performing managerial functions. Learning styles also had a significant effect. Subjects who spent the majority of their working time performing
management functions, and whose dominant learning style was accommodating, achieved higher LAMTK than other subjects in the study. There was also partial support for the belief that balanced learning styles may sometimes be critical for effective experiential learning. Learning strategies were also found to beneficially related to LAMTK.


**KNOWLEDGE GROUPS: A MODEL FOR CREATING SYNERGY ACROSS THE PUBLIC SECTOR.**


ABSTRACT: Private sector lays a strong emphasis on acquiring knowledge, because in today’s world, it is knowledge that is the primary source of sustained profitability. Public sector organizations also need to be learning organizations. However, they are constrained by a number of factors. This paper discusses different models for knowledge sharing, but finds them inadequate for the public sector. It then develops a model of Knowledge Groups that creates synergy across the public sector by formally gathering professionals from different and even competing public sector organizations for a clearly defined and mutually valued goal. The paper also identifies risks that may lead to the failure of Knowledge Groups. It concludes by presenting a case study on Energy Management and analyzes the dynamics of interaction between Group members for formulating guidelines and standards on the subject.


**KNOWLEDGE MANAGEMENT AND INNOVATION PERFORMANCE.**


ABSTRACT: Purpose -- The purpose of this paper is to show why the establishment of "learning organisations" must be a central element of knowledge management -- especially in firms operating on markets where product innovation is an important parameter of competition. Design/methodology/approach -- The argument straddles and combines insights related to management and organisation theory with an evolutionary economic analysis of the relationship between innovation, learning and knowledge. It is supported by an empirical analysis of survey data on Danish private sector firms. The survey was addressed to all firms in the private urban sector with 25 or more employees, supplemented with a stratified proportional sample of firms with 20-25 employees. Findings -- The analysis shows that firms that introduce several organisational practices, assumed to characterise the learning organisation, are more innovative than the average firm. Research limitations/implications -- The empirical findings are limited to the private sector and do not cover public sector organisations. Practical implications -- The learning organisation characteristics have a positive impact on dynamic performance and there are obviously lessons to be learned from the successful firms operating in turbulent environments that introduce specific organisational characteristics such as job rotation, inter-divisional teams, delegation of responsibility and reducing the number of levels in the organisational hierarchy. Originality/value -- The paper puts "knowledge management" into the wider concept of "learning economy" and shows how a key element of knowledge management is to enhance the learning capacity of the firm.

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**KNOWLEDGE MANAGEMENT IN GOVERNMENT: AN IDEA WHOSE TIME HAS COME.**


ABSTRACT: Discusses the idea of knowledge management in government. Irreversible movement of knowledge management in large companies; Significance of knowledge management in public sector; Action proposals; Development of updated competencies.


**KNOWLEDGE MANAGEMENT IN THE PUBLIC SECTOR : A BLUEPRINT FOR INNOVATION IN GOVERNMENT.**


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**LEARNING AND THE REINVENTION OF PUBLIC SECTOR ORGANIZATIONS.**


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MANAGERS' LEARNING IN A UK LOCAL AUTHORITY: THE POLITICAL CONTEXT OF AN IN-HOUSE MBA.
ABSTRACT: Public sector learning is often described as individualistic and operational. This article investigates an in-house MBA that was created explicitly to promote collective learning among managers in a UK local authority. The MBA was envisaged as an innovative programme and incorporated situated learning theory and reflective practice into its teaching and learning strategy. It failed, however, to achieve its aim and managers' learning remained focused on individual competencies. This is because the political context of a UK local authority is an impediment to collective learning. In particular, new public management initiatives such as 'Best Value' and 'Public Private Partnership' prevented collaboration between individual managers and departments.
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MANAGING INFORMATION AND KNOWLEDGE IN THE PUBLIC SECTOR.
CONTENTS: "In this book Eileen Milner introduces the reader to the concepts of information and knowledge and explores a variety of tools and techniques which may be usefully adopted in actively managing and developing these resources. Wherever possible, real-life public sector cases and examples are used to illustrate good practice, as well as some of the pitfalls of poor application."--BOOK JACKET.; 1.; Introduction: defining information and knowledge -- ; 2.; Developing an information policy and strategy: the foundations of information management -- ; 3.; Information management strategy in action: making a 'business' case -- ; 4.; Knowledge management -- ; 5.; Managing information, ideas and solutions: a focus on the employee -- ; 6.; ICTs as tools of IKM -- ; 7.; Tension and paradox: issues of information security, ownership, access, liability and openness -- ; 8.; IKM as a tool of social inclusion -- ; 9.; Vision and revision: the case for IKM in the public sector.
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ORGANISATIONAL LEARNING IN A PUBLIC SECTOR ORGANISATION: A CASE STUDY IN MUDDLED THINKING.
ABSTRACT: Organisational learning practice within the public sector is relatively under researched. This paper draws on case study data from a local authority committed to the creation of a learning organisation culture; data generated through the evaluation of two programmes implemented as part of this strategic objective. The article contends that tensions between the need to deliver specific improvements in the organisation and the desire to encourage creative innovation led to an uncertainty surrounding the most appropriate model of learning to pursue the broader goal. Both programmes exposed tensions between opportunities for individual growth and traditional values which constrained that growth beyond the individual. The article concludes that for organisational learning in the public sector to be effective it must be collective, processual and above all cognisant of organisational power patterns.
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PUBLIC ADMINISTRATION AND ORGANIZATION STUDIES.
ABSTRACT: The study of public organizations has withered over time in mainstream organization studies research, as scholars in the field have migrated to business schools. This is so even though government organizations are an important part of the universe of organizations—the largest organizations in the world are agencies of the U.S. government. At the same time, the study of public administration, once in the mainstream of organization studies, has moved into a ghetto, separate and unequal. Centered in business schools, mainstream organization research became isomorphic to its environment—coming to focus on performance issues, which are what firms care about. Since separation, the dominant current in public administration has become isomorphic with its environment. In this case, however, this meant the field moved backward from the central reformist concern of its founders with improving government performance, and developed instead a focus on managing constraints (i.e., avoiding bad things, such as corruption or misuse of power, from occurring) in a public organization environment. Insufficient concern about performance among public administration scholars is particularly unfortunate because over the past 15 years, there has occurred a significant growth of interest among practitioners in improving government performance. The origins and consequences of these developments are discussed, and a research agenda for
organization studies research that takes the **public sector** seriously is proposed.

**REDISCOVERING KNOWLEDGE: AN OVERVIEW OF KNOWLEDGE SHARING IN THE PUBLIC SECTOR.**
ABSTRACT: Not available.
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**RELATIONSHIP BETWEEN LEADERSHIP AND CHARACTERISTICS OF LEARNING ORGANIZATIONS IN DEPLOYED MILITARY UNITS: AN EXPLORATORY STUDY.**
ABSTRACT: Previous research has shown that **military** units operating in the context of risky missions display the characteristics of a **Learning organization**. The present work provides preliminary exploratory evidence about the association between **Learning organization** characteristics and leadership styles used by military leaders in the field. Based on the literature, we hypothesized that higher **Learning organization** characteristics would be associated with a more transformational style of leadership that inspires followers. With this purpose, the five characteristics of a **Learning organization** as defined by Peter Senge (Systems Thinking, Team Learning, Shared Vision, Mental Models, and Personal Mastery) and leadership styles as defined by the multifactor leadership model of Bass and Avolio (Transformational, Transactional, and Passive-Avoidant), were measured among commanding officers who had recently served in a mission abroad. Associations with organizational outcomes (Extra-Effort, Effectiveness, and Satisfaction) were also investigated for both **Learning organization** characteristics and leadership styles. The correlations showed that **Learning organization** characteristics were highly related to Transformational leadership dimensions, and also with Transactional leadership based on Contingent Rewards; meanwhile no association was found with a Passive-Avoidant leadership. Organizational outcomes were also related to Transformational leadership, Contingent Rewards and to various characteristics of a **Learning organization**. Implications of these results, as well as avenues for future research, are also discussed.

**SOWING THE SEEDS OF CHANGE: ACTION LEARNING IN MERSEYTRAVEL.**
ABSTRACT: Merseytravel is a large and diverse **public sector** organisation facing significant changes, but faced with a cultural inertia which is a legacy inherited from historical management styles. Action learning is now being used with great success as part of their change programme, to promote empowerment of the staff, challenge historical ways of working and positively influence the culture to make it more open to emergent change. The article describes both the contextual and practical issues of Merseytravel's action learning programme, and this will be of interest for any organisation supporting their culture to embrace change.
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**STEALTH KM : WINNING KNOWLEDGE MANAGEMENT STRATEGIES FOR THE PUBLIC SECTOR.**
CONTENTS: Chapter 1: The Problem with Governments; Chapter 2: The Problem with Knowledge management; Chapter 3: Marketing Knowledge management Successfully; Chapter 4: Aligning Knowledge management with the Organization; Chapter 5: Deploying Knowledge management in the Organization; Chapter 6: Measuring Knowledge management in the Organization; Chapter 7: Lessons learned Some the Hard Way; Chapter 8: Successful Knowledge management—Case Studies from the Public Sector; Chapter 9: Knowledge management The Next Generation.
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**STEPS TO LEADERSHIP ACTION LEARNING SETS: 'MAKE IT CHALLENGING BUT NOT TOO CHALLENGING'.**
ABSTRACT: This paper reviews how action learning was used as part of a regional leadership development programme involving a number of **public sector** organisations. It explores how the sets were designed and set up and the significant challenges that this particular approach brought. A number of positive tangible outcomes were produced from the sets and these are outlined. Six lessons that have been learnt from this experience are identified and an indication given of how these will be applied to the next two regional leadership programmes that are being developed.
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ABSTRACT: The ability of organizations to transform culture at the Public Buildings Service (PBS) actions which have been successfully undergoing a transformation by developing and teaching standard customer-centered business processes and assessing and supporting employee skills important to a successful transformation. Implementing the concepts were not acquired by the implementation team to generate a learning organization and to sustain the substantial organizational transformation.


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WORKING TOWARDS THE LEARNING ORGANISATION : A BLUEPRINT FOR PUBLIC SECTOR ORGANISATIONS : A DISSERTATION SUBMITTED IN PART REQUIREMENT FOR THE MASTER IN BUSINESS ADMINISTRATION, UNIVERSITY OF GLASGOW.


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CASE STUDIES—ENGINEERING AND CONSTRUCTION: Items in this section focus on engineering and construction or come from publications related to construction and engineering. This is intended to be a representative list of citations, as opposed to a comprehensive list of citations. Items are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context at a glance. (Return to Contents...)

BUILDING LEARNING ORGANIZATIONS IN ENGINEERING CULTURES: CASE STUDY.


ABSTRACT: The ability of organizations to learn is critical for success. Implementing organizational learning in engineering cultures can be difficult due to a focus on technology instead of people and imbalances among cultures within an organization. A project to transform a medium-sized engineering organization into a learning organization is reported, and the degree, nature, and causes of its success are evaluated. An implementation team developed skills in five disciplines of a learning organization. However the underlying organizational learning concepts were not embraced by the organization at large or incorporated into regular operations. Success was constrained by the organization's ability to share and utilize the knowledge acquired by the implementation team to generate organization-wide commitment to organizational learning. The dominance of the engineering culture and the lack of organizational learning infrastructures and development process experimentation suggest that organizations with a balance among cultures may be more likely to succeed than those dominated by a single culture.

ACCESS: http://dx.doi.org/10.1061/(ASCE)0742-597X(2000)16:4(72)
CASE STUDY OF KNOWLEDGE MANAGEMENT IMPLEMENTATION IN A MEDIUM-SIZED CONSTRUCTION SECTOR FIRM.
ABSTRACT: The transient nature of project teams and the competitive environment in which construction organizations operate require an effective mechanism to manage and reuse the knowledge created in the projects without training its resources. A methodology for "live" capture and reuse of project knowledge was developed for the purpose and encapsulated into a software tool. A study was conducted of a medium-sized UK-based construction sector firm to investigate the use the software tool as the central strand of its knowledge management (KM) framework. The tool was subsequently designed to integrate with a staff profile system and an e-forum. The new system was intended to bridge the communication gap between the company's geographically dispersed offices by connecting the people together and, hence, facilitating the timely sharing of both tacit and explicit knowledge. Top management’s commitment was found vital in the successful implementation of knowledge management and the nurturing of the desired supportive knowledge-sharing culture. To get the most through the implementation of knowledge management, the various knowledge management practices and relevant information systems of a construction organization need to be strategically integrated to improve the location, capture, and sharing of critical knowledge.
ACCESS: http://dx.doi.org/10.1061/(ASCE)ME.1943-5479.0000109

CONSTRUCTION SKILLS TRAINING FOR THE NEXT MILLENNIUM.
ABSTRACT: Construction skills and training needs have changed with the introduction of new business processes, different forms of organizing production and technical innovation. In the UK, training provision has failed to adapt fully to the needs of a modernizing industry. Formal training programmes have been inappropriate in content and inadequate in quantity. Many of them are out of date. An assessment is provided of the types of skill and training required to implement innovative approaches for improving construction performance. It is based on analysis of work carried out during a major national review of construction operative and supervisory skills training in the UK undertaken for the Construction Industry Board. It seeks to provide a frame-work for analysing skill needs in the context of modern performance targets, together with policy recommendations for decision-makers in firms, government and training institutions. The conclusion that a new generic training programme is required is of general relevance to practitioners, trainers and researchers in the UK and in other countries.

CONSULTING ENGINEERING FIRMS AS LEARNING ORGANIZATION.
ABSTRACT: This article looks into putting the pattern of Learning organization (LO) into practice in Consulting Engineering (CE) firms, centered on construction consulting engineering firms. The method used is literature review with a perspective of practicing the subject in some case-studies in the future for measuring the outcomes. Since consulting engineering firms are knowledge-based organizations, practicing knowledge management comes as a key step for being transferred into LO. In this regard two subjects are to be paid attention too. First, consulting firms are project-based firms; so saving and sharing the acquired knowledge as organizational knowledge in each project is important. Second, acquired knowledge in construction projects is mostly tacit knowledge and for knowledge management this comes as a challenging factor. This challenge gets more serious since this tacit knowledge is gained in construction workshops by low-educated personnel. Transforming this knowledge to members of the CE who are high-educated personnel in such condition is tricky. Furthermore, the most optimum condition is when acquiring knowledge in consulting firms is done through a double-loop process instead of single-loop process, which means taking care of the issues predicted and dealt with before facing them. For implementing an acceptable LO system, CEs must work on their IT infrastructure, particularly in the case that there are several branches of a firm globally distributed. Basically, CEs must change their project-based orientation into long-term orientation and look into each project as a learning program.

CRITICAL REVIEW OF COLLABORATIVE WORKING IN CONSTRUCTION PROJECTS: BUSINESS ENVIRONMENT AND HUMAN BEHAVIORS.
ABSTRACT: The changing business environment characterized by tense competitiveness and wide global links requires construction organizations to establish effective and efficient interorganization collaborative management systems. Collaborative working (CW), as a new term and especially as a working model, is emerging for improving performance and enhancing competitiveness by responding to the changing environment in construction. This research presents the definition of CW underpinned by the principle of collaboration. Through a thorough literature review of selected papers from the well-known academic journals in construction management, the business
environment and human behavior are identified as two key areas which impact the performance of CW in construction projects. Critical reviews on these areas are presented by focusing on different subcategories in each area to investigate the state of the art and trends of CW in construction projects. Some limits of research and practice on CW in construction projects are discussed and future research directions are recommended.

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**EFFECTIVE METHODS AND LEARNING ENVIRONMENT FOR RETAINING COST ESTIMATING KNOWLEDGE AND SKILLS.**


ABSTRACT: Recent studies have shown that 80% of the baby boomer generation who have critical "know-how" and "how-to" knowledge and skills will be retiring within the next 10 years. Also the American Society of Civil Engineers (ASCE) predicts a significant shortfall of engineers in the next decades. In many companies, the retirement of the senior employees basically translates into the retirement of their years of experience and knowledge as most companies do not have well planned strategies and methods to retain the knowledge and skills of their retiring employees. Decades of downsizing and outsourcing management practices also have exacerbated this problem. There have been rich research efforts outside the construction industry on the importance of knowledge management (KM) which emphasizes the collection and managed sharing of knowledge within the organization. Furthermore, learning organization concepts as an evolved framework from KM have been established as dynamic and effective environments for proactively capturing, sharing, disseminating, and retaining knowledge and skills. This study investigates the effectiveness of the methods used to retain cost estimators' knowledge and skills and evaluates the significant effect of the organizational learning environment in promoting the continuity of learning, and knowledge and skills development. The Structural Equation Modeling method (SEM) was employed to investigate and assess the causal relation between the learning environment provided and the retention methods used. The findings of this study will significantly improve engineering and construction companies' practices in retaining cost estimators' knowledge and skills, and help companies adapt a healthy learning environment that can facilitate learning and sustain knowledge transfer.

ACCESS: http://dx.doi.org/10.1061/9780784412329.145

**EMPIRICAL INVESTIGATION OF CONSTRUCTION CONTRACTORS’ ORGANIZATIONAL LEARNING.**


ABSTRACT: Conceptual frameworks dominate organizational learning literature with limited empirical assessments. This raises several questions about the validity and applicability of the various conceptual frameworks for how managers can build organizational learning capabilities. As such, lessons from the conceptual frameworks of organizational learning for addressing performance improvement that might have been used by construction contractors have been limited. This paper presents a quantitative analysis of organizational learning by construction contractors. The principles that underlie organizational learning and the factors that promote double-loop learning as a strategy for improving construction contractors’ business processes are presented. The paper has also established the learning orientations and focus of the surveyed construction contractors to determine their organizational learning dimensions as well as the factors that induced their double-loop learning, as rich lessons for organizations in the construction industry.

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**ENGINEERING LEADERSHIP AND MANAGEMENT DURING FINANCIAL CRISIS.**


ABSTRACT: The financial crisis that unfolded in 2008 presents engineering leaders and managers with many challenges. Survival of businesses is threatened. Yet the lessons of this crisis also present us with opportunities to create more agile, lean, responsive, and resilient organizations capable of weathering other troubles more effectively. In this article we briefly examine causes and immediate short-term actions that can mitigate some financial stress. We then lay out a leadership and management strategy based on accessing the strengths of a learning organization culture. The strategy is based on a foundation of decision making and organizational direction guided by adherence to the core values of the organization.

ACCESS: http://dx.doi.org/10.1061/(ASCE)LM.1943-5630.0000038

**EXAMINING THE RELATIONSHIP BETWEEN ORGANIZATIONAL LEARNING STYLES AND PROJECT PERFORMANCE.**


ABSTRACT: A review of literature on organizational learning suggested that organizations mainly exhibit three types of learning styles: single-loop learning (SLL), double-loop learning (DLL), and deuiero learning (DeuL). SLL refers to the detection and correction of errors without adjusting one’s underpinning assumptions about performance requirements. DLL refers to improvement actions which are undertaken in response to the change of one’s underpinning assumptions. DeuL refers to the establishment of a system which propels continuous learning. It has been advocated that effectuating these learning styles are critical for attaining continuous project performance.
improvement. This paper reports a study that aimed to examine the relationship between organizational learning styles and performance improvement in construction projects. A conceptual model for the same was first developed. Data about the contracting organizations’ practice of learning styles and project performance were collected through a questionnaire survey. Structural equation modeling was used to examine the significance of the relationship between organizational learning styles and project performance improvement. It was found that the attainment of project performance improvement was positively related to the practice of DLL. Further, DeuL was found essential for facilitating the practice of SLL and DLL. 

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EXPLOITING KNOWLEDGE MANAGEMENT: THE ENGINEERING AND CONSTRUCTION PERSPECTIVE.

ABSTRACT: Construction companies have always relied on their knowledge assets to provide services to clients. In recent years the terminology “knowledge management” has been introduced. Knowledge management (KM) seeks to formalize the manner in which companies exploit their knowledge assets by harnessing organizational knowledge, promoting greater collaboration between groups with similar interests, capturing and using lessons learned on previous projects, etc. This paper investigates how major United States engineering design and construction firms are implementing knowledge management initiatives in order to identify best practice. It adopts a case study methodology to investigate companies’ strategy and implementation, people aspects, and metrics for performance. The study finds that there is a clear distinction between the knowledge management activities undertaken by large engineering design firms and those of construction firms. There is also a much greater emphasis on knowledge sharing, which is just one component of knowledge management. Moreover, some companies have specific KM initiatives while others have activities that are part of their normal business processes.


KEY ISSUES AND CHALLENGES OF RISK MANAGEMENT AND INSURANCE IN CHINA'S CONSTRUCTION INDUSTRY: AN EMPIRICAL STUDY.

ABSTRACT: Purpose — The purpose of this study is to investigate the key issues and challenges in risk management and insurance in the Chinese construction industry and propose solutions to improve risk management. Design/methodology/approach — The study is based on surveys which target people who have direct or relevant experience of risk management and construction insurance in China. Surveys were conducted by e-mail, mail and fax to selected clients, contractors (project director, project managers, and contract managers/administrators), insurers, brokers, consultants, claim advisors, and academics; and e-mails to Chinese researchers in the construction management field. Descriptive analysis is used for data analysis. Findings — It is found that cultural considerations inhibit proper implementation of risk management in China’s construction industry. It is also found that the perception and attitude of contractors play an important role in developing risk management. Accordingly, an organizational learning of a risk management model is designed and proposed as an organizational learning process through collaborative teamwork to improve risk management and create a learning organization. Research limitations/implications — The major limitation is the sample size. A much larger sample size allows comparisons among different groups of contractors, regions, etc. Originality/value — This empirical research identifies the real challenge of application of risk management in China’s construction industry. It proposes a realistic organizational learning model through collaborative teamwork which could help Chinese contractors to improve their risk management.

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KNOWLEDGE MANAGEMENT SYSTEM AND LEARNING ORGANIZATION: AN EMPirical STUDY IN AN ENGINEERING ORGANIZATION.

ABSTRACT: The purpose of this paper is to analyze the impact of Knowledge management System (KMS) on learning organization. This paper also attempts to investigate the relationship between demographic profile and KMS and the relationship between demographic profile and learning organizations. A private engineering concern in a district has been chosen for conducting this study and a sample of 65 managers and engineers were chosen from the population of 180 managers and engineers together. A survey-based instrument is used to gather the responses from managers and engineers. Some variations were observed on KMS due to the factors such as innovation, different market entry and market share. Some variations were observed on the properties of learning organization due to factors such as knowledge application, KM process and shared vision. The study is limited to one particular organization. The results may not be applicable to other business organizations. KMS is an IT based system developed for managing knowledge in organizations which supports the creation, capture, storage and dissemination of information. Nowadays, many organizations especially knowledge-based organizations have started realizing the importance and benefits of KMS and also the contribution of KMS in learning organizations is well
KNOWLEDGE MANAGEMENT SYSTEMS FOR CONSTRUCTION.
ABSTRACT: Over the last ten years, there has been growing interest in the implementation of knowledge management (KM) systems within the construction industry. The fragmented and transient nature of construction project teams makes the industry ideally suited to benefit from improved management of the knowledge generated in the course of construction projects. This paper is concerned with the evolution of knowledge management systems for construction. It starts with an exploration of the adoption of KM systems by construction sector organizations over the last decade and identifies some of the emerging trends. It also reviews some of the major knowledge management systems developed over the period and highlights the strengths and limitations of these systems in relation to what the industry needs. It argues for a new generation of knowledge management systems that are better suited to the dynamic, global and complex environment within which contemporary construction projects have to be delivered. The key features that such next-generation KM systems should have are also discussed and conclusions drawn on their significance.
ACCESS: http://dx.doi.org/10.1061/(ASCE)0742-6965(2007)23:3(122)

KNOWLEDGE MANAGEMENT TO LEARNING ORGANIZATION CONNECTION.
ABSTRACT: The changes in the engineering-construction industry of the 21st century require organizations to take a more active role in developing knowledge management and learning organization initiatives. The need to both retain knowledge within the organization and focus on continuous human resource development throughout all levels of the organization is becoming a primary challenge throughout the industry. This paper addresses this challenge by focusing on the question of the link between knowledge management and learning organizations, and how to transform an organization from a focus on knowledge management to a focus on developing a learning culture. Based on a series of studies by the writers into the characteristics of both knowledge management and learning organizations, this paper outlines models of each of these concepts and introduces a bridge that details the level of knowledge management implementation that must be in place prior to an organization having the capacity to move to a learning focus. Additionally, the case studies conducted during the current study provide a basis for presenting potentially unsuccessful paths that may be selected by organizations during the implementation of a knowledge management to learning organization transition.
ACCESS: http://dx.doi.org/10.1061/(ASCE)0742-597X(2007)23:3(122)

LEARNING ACROSS BORDERS: THE CASE OF DANISH LOCAL GOVERNMENT.
ABSTRACT: Purpose - This paper sets out to chart the transnational activities of Danish local government, with a specific view to examining the perceived relevance of these activities for public sector learning, innovation and development. More specifically, it probes into the degree to which Danish local government can be seen to have a global outlook and is actively participating in knowledge sharing and knowledge production across borders; and the nature of this engagement. Design/methodology/approach - Theoretically, the study draws on the literatures of public management, governance and globalization. Empirically, the paper is founded on a survey of the global orientation of the 79 largest Danish local authorities, and on a number of more detailed studies of selected local authorities conducted in 2003-2004. Findings - The findings show that more than a third of the local authorities surveyed consider themselves very internationally active, even if a closer examination of the data suggests that the nature, intensity and, importantly, strategic implications of these activities vary considerably. Nevertheless, for several major authorities, transnational activities and, more generally, a global outlook, are part and parcel of being a learning organization. For a majority of authorities, however, transnational activities appear to constitute an under-utilized learning, innovation and development resource which, if carefully attended to and managed, could bring some distinct value to the municipal organization. Research limitations/implications - The modest size of the overall population of respondents, a response rate of only 65 per cent and the open-ended nature of many of the questions suggest that no firm conclusions can be drawn on the basis of these data. The questions probed into the lived experience of the interviewees, and what we got was their representation of the world. The data cannot tell us anything about what these authorities actually do, whether transnational activities can actually be harnessed as a management development tool. Originality/value - The study is explorative in the sense that it seeks to elicit insights into a relatively under-researched area. It adds some flesh to current thinking about the global interconnectedness of local authorities, focusing on the strategic implications of such an orientation.
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LEARNING ORGANIZATIONS IN CONSTRUCTION.
ABSTRACT: The transformation of organizations from production-oriented entities to proactive learning entities that continuously leverage the knowledge of the workforce is a primary objective of management researchers. This focus has significant relevance to the construction industry where production-related research has predominantly overshadowed organizational development research. As one effort to change this emphasis, the writers present a research effort designed to study current organization learning techniques and technologies fielded by organizations both inside and outside of the construction industry. Through a series of exploratory case studies, the writers developed a maturity model together with the Construction Industry Institute that provides construction organizations with a framework for developing a learning organization culture. The maturity model focuses on learning organization characteristics of leadership, processes and infrastructure, communication/collaboration, education, and culture at the organization, community, and individual levels. This paper introduces the results of that effort including a presentation of the learning organization maturity model, framework application, and the overall characteristics of a learning organization.


LIFE ON THE CUTTING EDGE OF LEARNING.
ABSTRACT: The article focuses on the commercial building firm DPR Construction Inc. and its Global Learning Group. DPR's people practices and training leader, Cari Williams, comments on the firm's training policy and its social or environmental responsibility. The learning organization's initiatives relating to Building Information Modeling and LEED (Leadership in Energy and Environmental Design) certification are mentioned. The learning team's involvement in the leadership development process and best practices sessions for new employees is also mentioned.


THE LIMITATIONS OF PLANNING: THE IMPORTANCE OF LEARNING.
ABSTRACT: The ability to create new knowledge is a key to success. This paper explores two facets of the process of knowledge creation and their impact on project outcomes. The first deals with knowledge that is related to learning about the project. It is associated with the arrangement of the planning process, the characteristics of the project, and the behaviors of the project participants. The second type of knowledge creation deals with the project participants' learning about each other. It examines the activities and behaviors that take place early in the project and their effect on the activities that take place during the project. The results raise some provocative questions related to the efficacy of planning. The ability to manage change on an ongoing basis rather than the ability to plan appears to be the key to project management success. The results also suggest that the conditions necessary to manage change evolve over the duration of the project. The planning activities that occur early in the project are important in determining the path of evolution.

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MEASURING ACHIEVEMENT OF LEARNING ORGANIZATIONS IN CONSTRUCTION.
ABSTRACT: Purpose — The purpose of this article is to provide an introduction to the LEONARDO diagnostic tool which assists organizations in determining their current level of achievement towards a learning culture. Design/methodology/approach — Using a combination of the analytical hierarchy process and the Delphi technique, the research obtained the critical questions for evaluating an organization's investment and progress towards achieving a learning culture. The questions are categorized based on five areas of a learning culture and three levels of learning within an organization. These questions are translated into a web-based diagnostic that is validated and released for use by engineering and construction organizations. Findings — The paper provides an overview of the LEONARDO diagnostic tool including the mathematical weighting system employed for scoring organization progress and investment, the web-based availability, and the evaluation report card provided to users. The paper also provides a summary of the validation process including how organizations used the tool to determine internal learning progress. Research limitations/implications — The study obtained input primarily from large organizations and may not fully represent the entire engineering and construction industry perspective. Practical implications — The study provides a tool that assists any organization in advancing towards a learning culture that is a requirement for remaining competitive in a changing engineering marketplace. Originality/value — The paper provides an introduction to how to achieve a learning organization as an advance over collecting and managing knowledge. This is the beginning of a movement toward the next stage in achieving success within the knowledge era.

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MEASURING CONSTRUCTION CONTRACTORS' ORGANIZATIONAL LEARNING.
ABSTRACT: The term 'learning organization' has entered the vocabulary of many managers and is providing an alternative basis for evaluating the performance of construction companies. However, there is a long way to go before organizational learning is fully implemented to gain competitive advantage, attain a state of readiness for change and build a capacity to respond and identify future business possibilities. This paper outlines the importance and the principles that underlie organizational learning, and presents a framework for measuring organizational learning as one of the strategies for improving construction business processes. The framework identifies ten dimensions for learning and eight factors that promote organizational generative learning. It provides a methodology for assessing whether organizational learning practices and the factors that induce organizational generative learning are in place and current best practice that characterizes learning organizations. The paper also outlines how a construction contractor can self/third-party audit its organizational learning, which could then act as a catalyst for implementing an organizational learning culture.


MEASURING KNOWLEDGE MANAGEMENT FOR CONSTRUCTION ORGANIZATIONS.
ABSTRACT: The greatest challenge facing construction executives is how to manage their intellectual capital. The business environment has now entered a knowledge era, where knowledge has become power and learning rapidly and competently has become a pre-eminent strategy for success. Thus, knowledge is rapidly becoming more important to organizations than financial resources, market positions, technology and other tangible assets. However, the management of intellectual capital is still an under-charted territory within construction organizations. Managing know-how, know-what, know-why is unlike managing finances or construction plant, yet intellectual investments need to be treated with every bit of care. Learning organizations deliberately and competently manage knowledge as one of their central factors of success in this knowledge economy. It is from this understanding that this paper presents the principles that underly knowledge management and invokes a framework which aims at facilitating management of construction organizations’ intellectual capital as one of the strategies for improving construction business processes.


NURTURING A LEARNING ORGANIZATION IN CONSTRUCTION: A FOCUS ON STRATEGIC SHIFT, ORGANIZATIONAL TRANSFORMATION, CUSTOMER ORIENTATION AND QUALITY CENTERED LEARNING.
ABSTRACT: The construction industry resides in a period of intense introspection as it seeks to improve its performance and productivity. Yet, yielding such improvements requires each individual organization to adopt a customer value strategy that enables organizational learning to become an integral part of an organization’s fabric. This paper reviews the elements of a learning organization within the context of the construction environment. A conceptual framework that can provide managers with a better understanding of how a learning organization in construction can be nurtured is presented. Embodied within this framework are factors such as strategic shift, organization transformation, customer orientation and quality centered learning. The paper concludes by suggesting that the key success factor for each individual organization may no longer be a matter of size or the number of assets, but the amount and quality of experience it can apply and manage.


ORGANIZATION LEARNING IN NON-WRITING COMMUNITIES.
ABSTRACT: The literature on organization learning does not fully recognize the difference between learning that is primarily mediated by written documents and protocols and learning that occurs on the basis of verbal and symbolic interaction. This article presents a study of construction project workers and emphasizes that learning is emerging in work-life situations wherein individuals are sharing know-how and experiences through embodied interactions and the practical use of tools and machinery. Co-workers in construction projects thus make use of verbal and symbolic forms of communication in their processes of learning, rather than various forms of decoded and written forms and computer-mediated learning. The article suggests that the learning organization literature should pay more attention to communities of practice that rely on verbal interaction rather than written documentation.
ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

ORGANIZATIONAL ISSUES AFFECTING TACIT KNOWLEDGE SHARING IN CONSTRUCTION ORGANIZATIONS.
ABSTRACT: Practitioners in the construction industry acquire much tacit knowledge at the workplace. Tacit knowledge involves much contextual information that is difficult to codify and share, so that it normally remains in
the minds of individuals. Sharing context-rich tacit knowledge requires active interaction between knowledge-holders and knowledge-seekers. Thus, sharing tacit knowledge at the workplace is highly dependent on organizational ecology. The objective of this study is to investigate and evaluate the maturity of organizational ecology for sharing tacit knowledge in the construction industry. To this end, this study has surveyed industry practitioners. This paper presents a preliminary result of the survey with respect to five areas of issue concerning tacit knowledge sharing—perception, personal awareness, organizational readiness, current practices, and obstacles. ACCESS: http://dx.doi.org/10.1061/9780784413517.211

ORGANIZATIONAL LEARNING: CONCEPTUAL CHALLENGES FROM A PROJECT PERSPECTIVE.
ABSTRACT: Organizational learning has been widely acknowledged as holding the key for companies to survive and prosper and has, in recent years, gained currency in construction management research. Much research centred upon the study of organizational learning as a process, as well as the view and understanding of companies as learning organizations. However, non-construction management researchers have recently begun to recognize the incoherence of the concepts presented in the literature and identified a lack of a solid theoretical and empirical foundation. To further exacerbate the challenge of embracing organizational learning in construction, the industry is largely project-based, thus increasing the difficulties for organizational learning to occur. Past research into organizational learning has also mainly concentrated on an intra-organizational perspective and where construction is specifically concerned, on project partnering. However, we regard such a focus to be myopic as a means of exploring organizational learning at the construction project level. As such, a number of research challenges are recommended including the need to examine organizational learning beyond project partnering; an emphasis on the inter-organizational dynamics involved in both the process and outcomes of organizational learning and the investigation of construction projects as learning networks. ACCESS: https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=18288736&site=ehost-live&scope=site

AN ORGANIZATIONAL NETWORK MODEL FOR SAFETY KNOWLEDGE SHARING IN CONSTRUCTION PROJECTS.
ABSTRACT: In order to reduce the high accident rate in the construction industry, it is necessary to raise the safety knowledge level of management staff and workers. This paper attempts to use the network analysis method to build a Safety Knowledge Sharing Network among different persons from the owner, designer, contractor, and supervision firm. The relationships among different persons, the safety knowledge structure, and knowledge transferring routines will be identified. The network can be used to: (1) evaluate the safety knowledge sharing status of real projects; (2) find defects; and (3) search for improvement measurements. The exploration and related results can be adopted to improve safety education and training so as to promote safety management in the whole construction industry. ACCESS: http://dx.doi.org/10.1061/9780784413777.109

PARTNERING IS THE FOUNDATION OF A LEARNING ORGANIZATION.
ABSTRACT: A simple model of an implementation strategy for cultivating a Learning organization culture is "Transformational Leadership + Group Process = Learning organization." This article presents the four key dimensions of partnering, the Partnering Effectiveness Model, and Principles of Productive Partnering as the basis, or foundation, for following this implementation strategy. Honoring the structure and operating principles of this scientific understanding of partnering creates a cultural orientation that fosters individual and team learning. Many organizations and their leaders are well intended, yet lack an understanding of the unconscious beliefs, behaviors, and cultural influences that impede learning. Using the implementation process presented, this paper takes a step-by-step approach to systematically exploring what is actually going on now, and how things need to be. Then, recognizing the need for developing new skills and change processes, it uses a straightforward approach to execute an improvement plan that ensures success. ACCESS: http://dx.doi.org/10.1061/(ASCE)0742-597X(2000)16:4(47)

PREDICTION OF ORGANIZATIONAL EFFECTIVENESS IN CONSTRUCTION COMPANIES.
ABSTRACT: Investigation of literature on organizational effectiveness (OE) reveals that the researchers have been in consensus for the difficulty of defining, modeling, and measuring OE, which is important for attaining high performance. Major focuses of this paper are, therefore, to construct a conceptual framework to model OE, to derive major determinants of OE from this framework, and to measure OE by constructing prediction models based on artificial neural network (ANN) and multiple regression (MR) techniques. Based on the proposed framework that investigates OE from the perspectives of organization and its subsystems, business, and macroenvironments, the
most significant variables that determine OE have been collected and used as inputs for the two prediction models, which have been constructed by using the information associated with 116 Turkish construction companies obtained from a designed survey. According to the prediction results and comparative study, ANN slightly outperformed the MR model in terms of errors, correlations between desired versus actual outputs, and relations between input-output parameters. The ANN model is proposed for use as a tool to assess company effectiveness and to guide decision makers about the major determinants of OE to increase firm performance. ACCESS: http://dx.doi.org/10.1061/(ASCE)0733-9364(2005)131:2(252)

RELATIONAL RISK MANAGEMENT IN CONSTRUCTION PROJECTS: MODELING THE COMPLEXITY.
ABSTRACT: Relational risk management (RM) in multiorganizational construction projects addresses uncertainty about collaborative working performance. Relational risk constitutes a multifaceted management problem that substantially influences the project’s success. Pragmatic approaches, such as relational contracting and stakeholder management, guide relational RM in construction projects. Yet the theoretical explication of the fundamental nature and processes of relational risk and relational RM is insufficient for capturing the full potential of these management approaches. This paper describes research intended to provide a conceptual model for relational RM in collaboration-intense construction management projects that is based on grounded theory analysis of interviews and a review of theory bases (lenses). Relational RM is uncovered within communication channels on multiple organizational levels and serves the main functions of learning and incentivizing. The results of this research promote a flexible, multilevel management approach in construction project organizations. Moreover, they suggest that the research community should adopt complexity thinking more extensively in exploring informal management functions.
ACCESS: http://dx.doi.org/10.1061/(ASCE)LM.1943-5630.0000114

THE RELATIONSHIP BETWEEN THE MATURITY OF SAFETY MANAGEMENT PRACTICES AND PERFORMANCE.
ABSTRACT: The construction industry requires an ability to assess the organizational performance with respect to occupational health and safety and to identify areas in need of improvement. For this purpose, a model has been developed to evaluate a safety management program with an emphasis on organizational processes. The result is an organizational safety management maturity model based on the hypothesis that continuous improvement of the safety program denotes higher organizational maturity and greater safety performance. This paper presents the researchers’ development of the model; its application in collaboration with practitioners; and a sample of results to date. The model was developed through a literature review of safety performance, safety culture, safety climate, and maturity modelling research. Validation of the model includes elicitation from occupational health and safety experts, and application of the model to a representative set (in size and expected maturity) of construction organizations. The validation and data collection processes are completed in collaboration with the New Brunswick Construction Safety Association and WorkSafeNB (regional government’s occupational health and safety organization). Only sample results to date are provided, to demonstrate how the model can be used to focus on the larger opportunities for improvement with respect to the factor groupings of 1) management commitment, 2) policy and standards, 3) worker involvement and commitment, 4) hazard management, 5) equipment, materials, and resources, and 6) working environment, and within each factor grouping the management cycle steps of 1) plan, 2) do, 3) check, and 4) act.
ACCESS: http://dx.doi.org/10.1061/41109(373)105

RETHINKING CONSTRUCTION: THE GENERIC DESIGN AND CONSTRUCTION PROCESS PROTOCOL.
ABSTRACT: The complexity of construction projects and the fragmentation of the construction industry undertaking those projects has effectively resulted in linear, unco-ordinated and highly variable project processes in the UK construction sector. Research undertaken at the University of Salford resulted in the development of an improved project process, the Process Protocol, which considers the whole lifecycle of a construction project whilst integrating its participants under a common framework. The Process Protocol identifies the various phases of a construction project with particular emphasis on what is described in the manufacturing industry as the ‘fuzzy front end’. The participants in the process are described in terms of the activities that need to be undertaken in order to achieve a successful project and process execution. In addition, the decision-making mechanisms, from a client perspective, are illustrated and the foundations for a learning organization/industry are facilitated within a consistent Process Protocol.

SAFETY-KNOWLEDGE MANAGEMENT IN AMERICAN CONSTRUCTION ORGANIZATIONS.
ABSTRACT: Despite improvements in safety performance over the past 30 years, the construction industry still
accounts for an injury-and-illness rate that is approximately five times greater than the all-industry average. This disproportionate injury-and-illness rate has been attributed, in part, to the complex, dynamic, and transient nature of construction projects. To address these challenges, construction organizations must be able to adapt to change by effectively identifying, capturing, storing, and transferring safety knowledge. To investigate how safety-knowledge management strategies are employed in the construction industry, 11 case studies were conducted with a geographically dispersed sample of American general contractors. The sample was stratified by experience modification rate (EMR), a relative measure of safety performance. The results of the case studies indicate that construction organizations tend to acquire safety knowledge from a variety of internal and external sources, but have ineffective knowledge storage and transfer systems, which impede the ability of the workforce to obtain critical knowledge to solve urgent safety-related problems. High-performing organizations were distinguished by their ability to manage tacit safety knowledge with formal processes such as data-entry systems that capture reactions to safety situations from experienced workers and safety mentoring. Other innovative strategies include acquiring tacit safety knowledge during safety stand-downs through interviews with workers and storing safety knowledge in proprietary training videos.

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SCORECARD APPROACH TO BENCHMARKING ORGANIZATIONAL SAFETY CULTURE IN CONSTRUCTION.
ABSTRACT: This paper promotes adopting the balanced scorecard tool to benchmark organizational safety culture in construction. It argues that this tool has the potential to provide a medium to translate the organization’s safety policy into a clear set of goals across four perspectives: management, operational, customer, and learning. These goals are then further translated into a system of performance measures that could effectively communicate a powerful strategic focus on safety to the entire organization. Four perspectives have been developed to represent all stakeholders, thereby ensuring that a holistic view of safety is used for strategic reflection and implementation. The paper argues that by selecting and evaluating the appropriate measures, in each perspective, requirements can be identified, and actions to the identified goals can be aligned and facilitated. The proposed balanced scorecard approach should therefore enable construction organizations to pursue incremental safety performance improvements. Work-in-progress is briefly reported to give insight into the potential applicability of this approach.
ACCESS: http://dx.doi.org/10.1061/(ASCE)0733-9364(2003)129:1(80)

SUCCESS FACTORS IN LEARNING ORGANIZATIONS: AN EMPirical STUDY.
ABSTRACT: The learning organization may be the key to future success for organizations. There is no blueprint for success, but companies need to recognize and utilize the experience and expertise of their employees. In return, they must provide appropriate rewards and generate an environment of mutual trust and openness. A significant factor in this is the sharing of information. Attempts to assess learning organization characteristics in an engineering company using a specially developed questionnaire. Presents findings using eight conceptual groups. The company could not claim to have become a learning organization, though it had moved in this direction. Empowerment and employees' self-development were the areas where the company had developed most. Progress appeared to have been impeded by lack of change in other departments and by failure to share information throughout the company. This, in turn, had precluded the growth of trust between management and other employees. ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

TOTAL QUALITY MANAGEMENT AND THE LEARNING ORGANIZATION: A DIALOGUE FOR CHANGE IN CONSTRUCTION.
ABSTRACT: Many construction organizations have misunderstood the reality that total quality management (TQM) based on continuous improvement requires a commitment to learning and that essentially it is the means to a learning organization. The paper argues that if the construction industry is to improve its performance and competitiveness, then there needs to be a cultural and behavioural shift in the mind-set of practitioners, academics and the professional institutions. Their focus should be on re-thinking their approaches to TQM so that learning becomes the norm. It is demonstrated that a relationship exists between the constructs of TQM, organizational learning, and the learning organization. Based on a review of existing literature, a conceptual model for a learning organization in construction is presented and discussed. The paper proposes some refinements to the concept of the learning organization, directed at clearly positioning the critical focus of learning at the organizational level in construction.

TRANSFORMING PUBLIC ORGANIZATIONS INTO LEARNING ORGANIZATIONS: A CONCEPTUAL MODEL.
ABSTRACT: The concepts of organizational learning and learning organizations have gained popularity in recent organization theory literature as complementary subjects. So far majority of studies on these issues focused on the relationship between organizational learning and its ultimate consequences such as increased innovative capacity, increased productivity, and higher competitive advantage of organizations. Nevertheless, many researchers examined the processes of organizational learning from the standpoint of private enterprises, paying little attention to the dynamics of organizational learning in public sector. This paper is aimed to fill this gap by introducing and discussing the basic constituents of a novel conceptual model which demonstrates the relevant steps in transforming of public organizations into learning organizations.


USING CAUSAL RELATIONSHIPS TO PRIORITIZE ACTIONS.
ABSTRACT: A simple organizational planning process is presented that offers a systematic approach to strategic planning. This approach is illustrated through an actual example from the telecommunications industry of an organizational vision developed by focusing on the first two levels of the planning process: a mission statement and objectives. In implementing this process, the challenge is to plan and prioritize activities to optimize operational progress while simultaneously taking actions to promote a “learning organization” culture. This article shares a logical exercise that provides a clear picture of the cause/effect relationships inherent among business objectives. Causal objectives drive effectual objectives and consequently offer the opportunity to observe and capture predictive data. Effectual objectives are driven by causal objectives and thus are outcomes that produce measurable historical data. Finally, a simple “hour glass” model is presented that represents the activity flow through the organizational planning structure as it is executed.
ACCESS: http://dx.doi.org/10.1061/(ASCE)1532-6748(2005)5:3(62)

CASE STUDIES—MILITARY ORGANIZATIONS: Items in this section focus on the armed forces, including research related to foreign military operations, national security, police or other defense- or security-related organizations. Of U.S. armed forces branches represented, the concept of the learning organization seems to be most deeply entrenched in the U.S. Army. This section is intended to provide a representative list of citations, as opposed to a comprehensive list of citations. Items are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context at a glance. (Return to Contents...)

ACHIEVING OPERATIONAL ADAPTABILITY: CAPACITY BUILDING NEEDS TO BECOME A WARFIGHTING FUNCTION.
ABSTRACT: Eight years of persistent conflict and increasing engagement requirements across the globe have followed the end of the Cold War. Appropriately, leaders and theorists recognize the professional military obligation and importance of adapting military power and capabilities to achieve strategic objectives. America’s security depends on developing a flexible and adaptive military that can integrate the threat or use of force with stability and partnership activities in complex operating environments. As a learning organization, the U.S. Army must examine its current doctrine and conceptual frameworks to determine if they sufficiently represent the logic behind the application of land power and the vision outlined in the recently updated Quadrennial Defense Review and Army Capstone Concept. This monograph contributes to organizational learning by proposing an additional warfighting function, capacity building, to the current list. The current six warfighting functions include movement and maneuver, fires, command and control, intelligence, sustainment, and protection. The warfighting functions originated in the 1980s and represent a functional analysis of conventional maneuver operations when current and future operational requirements necessitate a more comprehensive doctrinal mental model for the balanced application of land power. Aspects of military theory, learning theory, doctrine, operational design, and military history support this recommendation by highlighting the importance of comprehensive doctrinal mental models when thinking critically and developing concepts. Making capacity building a warfighting function ensures that future U.S. Army leaders and planners visualize and balance the full spectrum of their responsibilities and capabilities during the operations process.
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ARMY AND TEAM LEARNING.
ABSTRACT: Peter Senge introduces the subject of team learning in The Fifth Discipline as one of the necessary disciplines that a group must foster if it is to become a learning organization. It is the fifth ‘discipline’ that organizations must master in order to remain vibrant and viable in a competitive environment. Measuring team learning is a means for an organization to assess the extent to which junior leaders meaningfully contribute to the growth of the organization as a whole, because they believe that their contributions are valued by the organization. An understanding and appreciation of team learning has particular value to the U.S. Army because its success is absolutely dependent on not only the performance of junior leaders, but also on their continued service. Accordingly, this monograph looks to assess the extent to which the U.S. Army fosters team learning, particularly in battalion and brigade-level units. Following a review of the efforts to evaluate the usefulness of team learning as a concept, the monograph relies on a survey presented to officers at the Command and General Staff College and the School of Advanced Military Studies to assess the vibrancy of team learning in the Army. The monograph also analyzes a means of assessing the health of team learning in the Army through a consideration of those publishing in selected military journals. The overall assessment of the monograph is that while the avenues are in place for the Army to foster team learning at the battalion and brigade-levels, those avenues are not being adequately exploited to develop and encourage junior officers. The recommendation is that battalion and brigade commanders reconsider the types of OPDs conducted and the methods used to conduct them. Additionally, military professional journals must reengage junior officers to increase their article and letter contributions to the job.

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ARMY AS A LEARNING ORGANIZATION.  
ABSTRACT: Currently, the Army’s conception of a learning organization is one in which people learn. The purpose of this essay is to argue that being a learning organization involves much more. I argue that although the Army is clearly on the right course in its goal to become a learning organization, at the end of the day the Army is not a learning organization, and more importantly, doesn’t know what one looks like or how to get there. This paper describes a learning organization in detail and then, based on the organizational change and culture literature, offers a way that the Army can transition to a learning organization using the Army leader development model and the Officer.  
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ABSTRACT: Through learning and enhanced capacity to learn faster than its adversaries, a military organization increases its chances for success within an increasing complex and chaotic environment. The complex and chaotic nature of military conflicts requires a reliable strategy for success. Based on systems theory, non-linearity, and chaos, the concept of learning organization confronts the complexity of military operations with great efficiency and effectiveness. This monograph recommends the key to surviving and prospering within the spectrum of military operations is to internalize and practice the five learning disciplines. Dr. Peter Senge introduces in his book The Fifth Discipline, five learning disciplines known as the discipline of systems thinking, personal mastery, shared vision, mental models, and team learning. From Dr. Senge’s concept of learning organization, this study proposes that the internalization and practice of these disciplines by a military organization facilitates the bringing about a military learning organization. A military learning organization is an organization composed of people who are able to enhance their capacity to learn and create a desired result. To merely adapt in a military conflict is not enough to achieve success. A military organization must both achieve adaptive and generative learning to survive and prosper in a complex and chaotic military operations. Adaptive and generative learning are achieved through the internalization and practice of the five learning disciplines. By presenting learning organization concept as the key to military success, this study examines the influential effects of the five disciplines on military outcomes using a historical example.  
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BUILDING KNOWLEDGE FROM ORGANIZATIONAL EXPERIENCE: APPROACHES AND LESSONS LEARNED FROM US ARMY BASE CAMP WORKSHOPS.  
ABSTRACT: Capturing, transferring, and building upon knowledge in an organization is a difficult but necessary function to ensure the organization continues to learn and grow. This article discusses how a large organization with disparate operating elements can learn from experience. This is illustrated through a case study of the US Army enhancing learning for its organizations involved in developing base camps to support military forces worldwide. This was done through a series of workshops that led to the creation of a knowledge management system. Knowledge management provides useful methods and tools to improve learning in organizations, which can help facilitate change. The engineering manager can use this article and the lessons learned from our base camp
experience as a framework to enhance learning in an organization whose functional elements are varied in terms of mission and location.


**CAN THE ARMY BECOME A LEARNING ORGANIZATION. A QUESTION REEXAMINED.**


ABSTRACT: In 1994, after serving as an organizational consultant for General Gordon Sullivan, then-U.S. Army Chief of Staff, Margaret Wheatley wrote an article about the U.S. Army becoming a learning organization. Wheatley, a new-age social scientist and author of Leadership and the New Science, had been solicited by Sullivan to see how the Army could benefit from the buzz about learning organizations that was then sweeping corporate America. It has been 15 years since that writing, during which time there has been a great deal of research on learning organizations. This article revisits the title of Wheatley's essay in light of recent research and military experience. In doing so, it lays out an integrated approach for building learning capability in any organizational setting, large or small, military or otherwise. Over the years, the U.S. military has won more wars than it has lost, but has had to do so with changing tactics in the context of changing circumstances, be they political, economic, or social-cultural. For some time, it has been recognized that the Army is apt to face a growing diversity and number of missions, and it was that sense of urgency in the 1990s that prompted General Sullivan to focus on the Service's need to learn. The latest admonition for this requirement appears in the preface to the Army/Marine Corps counterinsurgency manual. It reaffirms the need to change and adapt as a perennial requirement of our military, a thesis reflected in this statement from General David Petraeus.

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**CAN THE INSTITUTIONAL US ARMY BECOME AN ORGANIC ORGANIZATION.**


ABSTRACT: This study discusses the current US Army institutional redesign efforts, in light of general management and organizational concepts, in order to determine which concepts are the most suitable for transforming the Institutional Army to meet the requirements of the operating Force XXI. In addition to the discussion of the current situation, concepts are proposed for a transformed Institutional Army as an organic learning organization, supported by a dynamic information network.

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**THE CANADIAN ARMY AND THE LEARNING ORGANIZATION: AN EXAMPLE OF CONTRADICTIONS?**


ABSTRACT: This dissertation examines the status of the Canadian Army in relation to the idea of a learning organization. In 2008, the Canadian Forces adopted an organizational learning strategy that, in effect, adopted the learning organization as a critical aspect of the vision for all elements of the organization. The Canadian Forces realized the inherent capacity of the learning organization to support the evolving role of the Canadian Army in the future and an ability to adapt was deemed to be a critical enabler. The literature review covered several aspects like the learning organization, organizational learning, organizational culture, and other militaries as learning organizations. The related assessment of the Canadian Army involved both a quantitative and qualitative assessment of key documentation, as well as a survey of a small sample of Canadian Army personnel. The assessment revealed that the Canadian Army exhibits limited support to the key tenets of a learning organization but contradictory evidence in key documents and some personnel’s view does not allow a claim that the Canadian Army is a learning organization.


**CREATIVE THINKING FOR INDIVIDUALS AND TEAMS. AN ESSAY ON CREATIVE THINKING FOR MILITARY PROFESSIONALS.**


ABSTRACT: Leadership at all levels is involved with tackling existing problems and anticipating threats and opportunities that may emerge for the organization and the attainment of its goals. Rarely are those problems identical; many important issues facing strategic leaders require novel approaches. Consequently, solutions to tough problems require creativity and innovation from members of an organization if it is to adapt and thrive in a competitive landscape. The greater challenge for leaders that extends beyond individual problem solving is the development of organizations that have the capacity to adapt to accelerated change and the unpredictability of the future. Such an activity (to improve the ability to shape and interact successfully with the external environment) has been touted as characteristic of a learning organization. In The Fifth Discipline, Peter Senge defines a learning organization as one that 'is continually expanding its capacity to create its future.'.

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**DAU SOUTH SPEARHEADS LEARNING ORGANIZATION INITIATIVE.**

ABSTRACT: This article focuses on the assignment of the learning organization prototype initiative to defense Acquisition University South Region (DAU-S) of the U.S. Jim McCullough, dean DAU-S, quickly mobilized a team of faculty and staff to bring the prototype to life and assigned Jerry Davis, associate dean for outreach and performance support, to lead the effort. Within six months of the project start, the six major acquisition commands in Huntsville, Ala., had signed a memorandum of agreement with DAU forming the Huntsville Acquisition Learning organization. The goal of a learning organization is to make learning part of the everyday office environment.


ABSTRACT: Training can play a key role in helping the Department of Homeland Security (DHS) successfully address the challenge of transformation and cultural change and help ensure that its workforce possesses the knowledge and skills needed to effectively respond to current and future threats. This report discusses (1) how DHS is addressing or planning to address departmentwide training and the related challenges it is encountering; (2) examples of how DHS training practices, specifically those related to planning and evaluation, reflect strategic practices; and (3) examples of how DHS uses training to foster transformation and cultural change. DHS has taken several positive steps toward establishing an effective departmentwide approach to training, yet significant challenges remain. Progress made in addressing departmentwide training issues, but efforts are still in the early stages and face several challenges. Actions taken by DHS include issuing its first training strategic plan in July 2005, establishing training councils and groups to increase communication across components, and directly providing training for specific departmentwide needs. However, several challenges may impede DHS from achieving its departmental training goals. First, the sharing of training information across components is made more difficult by the lack of common or compatible information management systems and a commonly understood training terminology. Second, authority and accountability relationships between the Office of the Chief Human Capital Officer and organizational components are not sufficiently clear. Third, DHS's planning may be insufficiently detailed to ensure effective and coordinated implementation of departmentwide training efforts. Finally, according to training officials, DHS lacks resources needed to implement its departmental training strategy. Examples of planning and evaluation of training demonstrate some elements of strategic practice. Specific training practices at both the component and departmental levels may provide useful models or insights to help others in DHS adopt a more strategic approach to training. We found that some components of DHS apply these practices, while others do not. For example, Customs and Border Protection (CBP) aligns training priorities with strategic goals through planning and budgeting processes. In the area of evaluation, the Federal Law Enforcement Training Center obtains feedback from both the trainee and the trainee's job supervisor to inform training program designers in order to make improvements to the program curriculum. Training has been used to help DHS's workforce as it undergoes transformation and cultural change. The creation of DHS from different legacy organizations, each with its own distinct culture, has resulted in significant cultural and transformation challenges for the department. At the departmental level, one of the ways DHS is addressing these challenges is by encouraging the transformation to a shared performance-based culture through the implementation of its new human capital management system, MAXHR. DHS considers training to be critical to effectively implementing this initiative and defining its culture. Toward that end, the department is providing a wide range of training, including programs targeted to executives, managers, and supervisors. For example, at the component level, CBP has developed cross-training to equip employees with the knowledge needed to integrate inspection functions once carried out by three different types of inspectors at three separate agencies.


DEVELOPING LEARNING ORGANIZATIONS AT THE SMALL UNIT LEVEL.


ABSTRACT: Much has been written on the topic of the Army as a learning organization. The necessity of the Army becoming a learning organization, its successes and failures as a learning organization, and strategies for change have all focused on a top-down approach to becoming a learning organization. The purpose of this paper is to examine the characteristics of a learning organization and how to apply them at the Army battalion level to optimize a unit’s ability to innovate, adapt, and succeed in a complex environment. In doing so, leaders at the small unit level can parallel Army efforts to become a learning organization and better prepare their units for the future during an era of persistent conflict and full-spectrum operations. The Army has identified a clear need to become a learning organization to meet the challenges of a complex world and its ability to conduct a full spectrum of operations within it. The Army has made a concerted effort to achieve this goal, and with some success. However, a top-down-only approach to transitioning the Army to a learning organization cannot succeed by itself. Leaders at all organizational levels need to foster learning characteristics within their units for the Army to change as a whole. The approach outlined in this essay requires a commitment from senior leaders in the unit to maximize the battalion’s ability to
innovate and adapt in a complex environment. In doing so, they will help the Army in its efforts to change.
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**DUMB DONKYS OR CUNNIGN FOXES? LEARNING IN THE BRITISH AND GERMAN ARMIES DURING THE GREAT WAR.**
ABSTRACT: The idea that the armies of the First World War were incapable of learning is one of the most enduring myths of the conflict. This image of 'lions led by donkeys' has proved difficult to modify, despite the sizeable scholarly literature on the tactical, technological and organizational adaptation and innovation undergone by all armies during the war. By examining the British and German armies as learning organizations during the war, this article contributes to the growing literature on wartime adaptation and innovation, as well as the wider literature on organizational learning in wartime. It demonstrates how the organizational cultures of these two armies shaped the way in which they learned, predisposing the British army towards radical, often technological, solutions to the tactical and operational challenges of the First World War battlefield, while inclining the German army towards incremental and tactical solutions to the same problems.
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**FROM SWIFT TO SWISS: TACTICAL DECISION GAMES AND THEIR PLACE IN MILITARY EDUCATION AND PERFORMANCE IMPROVEMENT.**
ABSTRACT: The fundamental nature of warfare has not changed, but changes in the methods and conduct of warfare are shifting. In the past, emphasis has always been on large, identifiable foes with professional standing armies. This article offers specific structural and procedural treatments on how to teach adaptability with the Tactical Decision Game to develop and access the quality and quantity of junior officers demanded by the security challenges that face the Army and the United States. Today, many aspects of the program of instruction, training, management of the institutions responsible for creating the new generation of leaders, and how cadets are accessed into the officer corps is reminiscent of industrial age concepts derived from Frederick Taylor. To counter an array of national threats and opponents and to solve problems at the lowest levels with strategic consequences calls for a synthesis of institutions and courses that deal with leader development into learning organizations. To meet this need, the current educational and training ways and means must be assessed, evaluated, and changed. Weak spots and points of failure in cadet training must be identified, all on behalf of retooling the system in intuitive and adaptive ways that facilitate officer development.

**THE HANSCOM LEARNING ORGANIZATION.**
ABSTRACT: Explains that the Defense Acquisition University has been working with United States Department of Defense organizations to implement model learning organizations. Air Force Electronics Systems Center on Hanscom Air Force Base outside Boston, Massachusetts; Performance learning model; Certification courses; Knowledge sharing; Performance support; Adaptive learning initiatives.

**HARD-LEARNED LESSONS.**
ABSTRACT: This article is a report on the efforts by the U.S. Army to learn from mistakes that have been made during the war in Iraq. Soldiers are undergoing intensive training at facilities built in the U.S. to recreate conditions in Iraq. New rules of engagement have been developed. There is now an emphasis on stability and security, a close study of counter-insurgency, knowledge of Iraqi culture, the importance of gaining trust and confidence and the improvement of intelligence analysis.

**HIERARCHY AND TACIT KNOWLEDGE IN THE SWEDISH ARMEFCCES: AN ORGANISATIONAL APPROACH.**
ABSTRACT: This paper describes in what ways hierarchical organizations influence the utilization and dissemination of knowledge. Particular attention will be paid to the role that tacit knowledge has. The reporting system of incidents is one element in a larger institutional process, often termed 'lessons learned' (LL). This process helps to suggest solutions to identify shortcomings and facilitates in making positive experiences durable. In organizational learning, there is a need to get hold of valuable experience, in order to improve. A serious weakness in several organizations
seems to be that numerous experiences are poorly reported. A common and well known reporting procedure is 'after action reviews/reports' (AAR), used e.g. by the US Army and Marine Corps. It is essential that an effective reporting system presumes trust between informants/staff and the organization they work for. However, institutional belief and practice tends to reduce the effectiveness LL might have. Our paper discusses some difficulties in the reporting system and makes some elements of the problem more understandable. Some alternatives to standard operating practice will be outlined here that could help remedy some of these problems. The 'just culture' literature will be used to point out the direction institutional redesign should take regarding responsibility and accountability. This paper could also help guide future research in this area, by identifying critical assumptions, defining why certain problems need to be refined and by looking at why current research techniques are not sufficient.


**IMPROVING TRAINING AND LEARNING PROCESSES IN THE CANADIAN FORCES.**


ABSTRACT: An interview with Gord Coulman, a training support officer for the National Defence in Canada, is presented. When asked when did he become involved in knowledge work and training, he said that it was in 1990 when he was hired to maintain a computer-based training. He believes that they have a long way to go with learning and content management system. When asked what challenges he faces, he turned to their number one priority, which is to recruit new people.

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**INTERORGANIZATIONAL MOBILITY WITHIN THE U.S. FEDERAL GOVERNMENT: EXAMINING THE EFFECT OF INDIVIDUAL AND ORGANIZATIONAL FACTORS.**


ABSTRACT: Interorganizational mobility can make a positive contribution both organizationally and government-wide. Using data from the U.S. Federal Employee Viewpoint Survey, this article seeks to provide a better empirical understanding of the determinants of interorganizational mobility within the U.S. federal government. A specific analytical framework is used, as the intention to take another job within the federal government is nested in the intention to leave the current organization. The results highlight that gender, minority status, length of service, and promotion are determinants of interorganizational mobility within the U.S. federal government.


**IS THE U.S. ARMY A LEARNING ORGANIZATION.**


ABSTRACT: In August 1994, the U.S. Army's Training and Doctrine Command (TRADOC) released a seventy-page document entitled TRADOC Pamphlet 525-5, Force XXI Operations. This document described many enabling capabilities of Force XXI, and also stated that the Army had become a 'learning organization' through a process started in 1989. There are five disciplines associated with learning organizations: shared vision, team learning, personal mastery, mental models, and systems thinking. In reality, the Army has not integrated these disciplines into its training regimens or daily operations. If it truly wants to be a learning organization, the Army must continue working toward integration of each of these disciplines, establish standards for their integration, and determine metrics to measure learning organization behavior. In addition, the Army should: a. Update its vision and purpose statements to be more accessible for all Soldiers and civilians, and continue its focus on the Army values. b. Make a commitment to start training the learning organization's disciplines early in the careers of its Soldiers and civilians. It should also develop continuing learning plans and opportunities for senior Soldiers and civilians to help ensure that they implement change successfully, as well as internalize the disciplines of the learning organization. c. Work to change its culture and place more value on candor and the search for truth and reality among its Soldiers and civilians. d. Encourage commanders to use TRADOC's systems to assist them with lessons, and ensure that our organizations submit timely, accurate, and honest reports to TRADOC.

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**KNOWLEDGE MANAGEMENT -- FICTION, FAD, OR FACT?**


ABSTRACT: The article focuses on knowledge management in the Canadian Defence Academy. The majority of academics and knowledge management authorities make a distinction between the terms data, information, and knowledge. The Deputy Minister of National Defence stated that knowledge management facilitates knowledge discovery, creation and innovation, and fosters the development of a learning organization. The reasons why knowledge management in the Defence Team should be institutionalized are discussed.

**KNOWLEDGE SHARING SUPPORTS THE MILITARY’S MISSION.**


ABSTRACT: The article discusses the application of knowledge management (KM) to the U.S. Army Training and Doctrine Command (TRADOC) for the quick dissemination of knowledge to war fighters. It states that the exchange of knowledge will use methods such as Internet video and social media that are exposed for war fighters who have access to the Army’s network. Moreover, chief knowledge officer (CKO) Ronald Simons points out that the key to attain knowledge management programs lies with cultural change.


**LEADING CHANGE: THE MILITARY AS A LEARNING ORGANIZATION.**


ABSTRACT: Leveraging technology and responding to a fundamentally altered external environment has both forced change on the military and offered significant potential for new warfighting concepts. The capacity to effectively absorb such profound change, and exploit such potential, is possible only if the military organization transforms itself to become a learning organization. The difficulties of organizational change and the conservative nature of the military limits its capacity to absorb any revolutionary change or to adapt via rapid evolutionary change in peacetime. That the prospect of such change is threatening to impede the full potential of military organizations is, therefore, cause for concern. A learning organization leads change because it is proactive. It challenges the traditional resistance to change and is confident in acting boldly to confront the unknowns of the future. The essence of such an organization lies in an institutional willingness to learn and a climate of intellectual openness which perpetually challenges the status quo. The military as a learning organization can develop leaders who, by managing the interaction of the fundamentals of vision, culture, and people, can create the conditions necessary for stimulating positive, constructive and perpetual change. As the military seeks to ensure its relevance and success into the future, it must adjust its focus to embrace the operational realities of the future. It must be prepared to let go of what was comfortable about the past if it is no longer relevant. Adapting to change, and rapidly, will be vital to success.

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**LEARNING ARMY, APPROACHING THE 21ST CENTURY AS A LEARNING ORGANIZATION.**


ABSTRACT: As we approach the 21st century, the US Army faces a world of unprecedented change and turbulence across virtually the entire spectrum of its activities and functions. To successfully navigate this change and turbulence, the Army must be able to learn at the individual and organizational level with increasing speed and effectiveness in order to succeed. Members of a true learning organization practice learning disciplines and skills with the same effectiveness as the technical skills of their organization, and the organization creates learning mechanisms which enhance learning. A review of the Army’s learning skills and structures reveals many strengths. However, there are still obstacles to maximizing the Army’s learning capabilities, primarily in the way leaders are trained and educated and how they are managed. By providing both theoretical and practical education in the learning disciplines and skills, and reinforcing those skills in the performance and assignment management of its leaders, the Army can become a true learning organization, and successfully transition into the 21st century.

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**LEARNING FROM ACTION: AN ANALYSIS OF THE CENTER FOR ARMY LESSONS LEARNED (CALL).**


ABSTRACT: In this fast-paced world, skills and competencies must be developed quickly; people must learn from their experience and what they learn must be gathered from throughout the organization, then synthesized, analyzed, and made available where and when it is needed to improve performance. This article analyzes an organization successfully meeting these requirements, the United States Army's Center for Army Lessons learned (CALL). Implications for human resource management are discussed.


**LEARNING INDICATORS AND COLLABORATIVE CAPACITY: APPLYING ACTION LEARNING PRINCIPLES TO THE U.S. DEPARTMENT OF HOMELAND SECURITY.**


ABSTRACT: Learning has been identified as important component of collaborative capacity (Bardach, 1998, 2001). Without the capacity to learn on the organizational, team, and individual levels, public organizations may also lag in their ability to collaborate successfully across organizational boundaries. Nowhere is the need to collaborate more apparent than in the U.S. Department of Homeland Security (DHS), which was created in part to foster collaboration among 22 distinctly different member organizations. This manuscript examines the connection between organizational learning and collaborative capacity, with special emphasis on DHS. By matching questions from the
Dimensions of the Learning organization Questionnaire (DLOQ) with questions from the 2004 Federal Human Capital Survey (FHCS), this study assesses key learning indicators on the federal level. Findings suggest that DHS employees lag behind their counterparts on one key measure of organizational learning: the ability to assess performance gaps. This lag may affect the organization’s ability to collaborate effectively, but progress may be made if potential organizational learning disorders (OLDs) are examined and addressed. Special attention is given to action learning as a tool for overcoming potential learning disorders and improving organizational performance. Access: https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=34034743&site=ehost-live&scope=site

LEARNING ORGANIZATION DIMENSIONS OF THE SRI LANKA ARMY.
ABSTRACT: Purpose – This study intends to investigate the extent to which the Sri Lanka Army can be described as a learning organization. Design/methodology/approach – The main tool of analysis used was the Dimensions of the Learning organization Questionnaire (DLOQ) developed by Marsick and Watkins, with the exclusion of the sections on financial and knowledge performance. Findings – Using the DLOQ, the research found that the dimensions of a learning organization proposed by Marsick and Watkins are present in the Sri Lanka Army, although with some aberrations between different ranks. Research limitations/implications – The study was conducted without a directly connected dependent variable. Practical implications – This study shows how even a non-profit-oriented organization like the Sri Lanka Army can be informed from a concept like the learning organization, and indeed emphasizes the overarching need for a military organization to operate as a learning organization. Therefore, this research has reiterated the fact that the learning organization is a prescription that all organizations, even not-for-profit ones, should ardently pursue. The research also offers recommendations for improvements in the performance of the Sri Lanka Army by identifying certain weaknesses. Originality/value – By initiating the use of the DLOQ in the Sri Lankan as well as a military context, the study has opened the doors for administering the DLOQ and similar tools for measuring the extent of organizational learning and the presence and strength of learning organizational characteristics in Sri Lanka. Access: To request this document contact Barb.Neyman@VDOT.Virginia.gov

LEARNING ORGANIZATIONS.
ABSTRACT: The article focuses on the proper planning of workforce initiatives in order to accelerate and sustain the capability of the acquisition workforce and protect the national security interests in the U.S. It notes that development of learning is the common thread found in successful organizations which harbor leadership, creates opportunities for mentoring, and leverages expertise. These learning organizations include the Space and Missile Systems Center and the Defense Contract Management Agency. Access: https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=61077056&site=ehost-live&scope=site

LEARNING ORGANIZATIONS: THEIR IMPORTANCE TO SYSTEMS ACQUISITION IN DoD.
ABSTRACT: The success of the Defense Acquisition Workforce depends on experience, and since the majority of what it learns is on-the-job, a wide array of learning techniques dominates. Together, they behave as a learning ecosystem full of opportunities and even learning hazards. While all these learning techniques jockey for the fastest learning lane amid variable workplace demands, proven learning methodologies help form the foundation of an organization’s learning faith. Many organizations already promote learning in the workplace. But, what have Department of Defense acquisition organizations that operate as Learning organizations (LOs) implemented to achieve performance gains? The authors of this research sought out such organizations to better understand the key ingredients that make them authentically high-performing and appropriately armed LOs. Access: https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=87467385&site=ehost-live&scope=site

LEARNING ORGANIZATIONS AND OPERATIONAL-LEVEL LEADERSHIP.
ABSTRACT: This monograph discusses the implications of learning organization theory on leadership, primarily at the operational level. Learning organization theory is a popular methodology for enhancing the operations of complex organizations. Of particular importance is the positive effect learning organizations have upon the members of the organization. This monograph first examines learning organization theory. The model of learning organization theory practiced by Dr. Peter Senge provides the conceptual basis upon which to explore this theory. Next, the Army doctrinal senior-level leadership model is introduced to complete a presentation of what is presently known and available to Army leaders. A shift in intellectual conceptualization may be necessary in order to capitalize on the benefits of learning organization theory by senior leaders. A key component of this change is the development of systems thinking. Systems thinking is a intellectual paradigm which involves understanding holistic, dynamic processes. Some of the implications of these changes are new, many are not. The monograph theorizes operational-
level leadership in Army learning organizations. Army learning organizations will have the following theoretical constructs; personal mastery, mental models, team learning and shared vision. Systems thinking provides the intellectual energy to bring these concepts to fruition. Finally, this monograph discusses the implications these ideas have for leader development and training. Included are ideas for future learning organization leader training.

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**LEARNING ORGANIZATIONS IN THE PUBLIC SECTOR? A STUDY OF POLICE AGENCIES EMPLOYING INFORMATION AND TECHNOLOGY TO ADVANCE KNOWLEDGE.**


ABSTRACT: In an attempt to reap the purported benefits that “knowledge workers” bring to organizations, many police departments have shifted to a community problem–oriented policing philosophy. Rather than focusing on enforcement and incarceration, this philosophy is based on the dissemination of information to promote a proactive, preventative approach to reduce crime and disorder. In keeping with much of the contemporary literature on the “learning organization” (sometimes called the “knowledge organization”), police departments hope to deter crime through the knowledge benefits that derive from information and its associated technologies. With goals to stimulate productivity, performance, and effectiveness, police departments across the country are employing information technology to turn police officers into problem solvers and to leverage their intellectual capital to preempt crime and neighborhood deterioration. Many public and private organizations are striving to change their operations toward this same concept of the knowledge worker. Information technology is often touted as a vehicle for capturing, tracking, sorting, and providing information to advance knowledge, thus leading to improvements in service–delivery efforts. Based on an extensive study of police departments that have attempted to implement a knowledge–worker paradigm (supported by information technology initiatives), this research explores the feasibility, effectiveness, and limitations of information and technology in promoting the learning organization in the public sector.


**LEARNING TO GET AHEAD: WHY ORGANIZATIONAL LEARNING IS CRITICAL IN COMBATING THE IMPROVISED EXPLOSIVE DEVICE THREAT.**


ABSTRACT: The Improvised Explosive Device (IED) threat has been termed the 'grand challenge' by leading counter-terrorism organizations. What started as a nuisance has turned into a strategic threat. The US government is spending billions of dollars and thousands of man-hours to develop countermeasures and defeat technologies. Some countermeasures and technical solutions are quick; many are too slow to keep up with warfighter needs. The enemy, on the other hand, adapts quickly and develops weapons that are cheap and easy to build. The fundamental question driving this research is: how can an organization learn more effectively in order to become more flexible, adaptable, and innovative, while learning to make decisions faster and more proactively. This research will address the significance of learning at the operational and strategic levels, and the effect this learning has on the tactical level. Specifically, the research will draw on LTC John Nagl's 'learning organization' concept as expressed in his work Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam. Additionally, this paper will draw on a historical example of the British experience with the IED threat in the Northern Ireland conflict. Finally, this research project will discuss how innovative intelligence analysis can help further drive down the decision timelines. Learning and innovative organizations are key to countering current and future asymmetric weapons threats.

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**A LEARNING TRANSFORMATION: THE EGLIN LEARNING ORGANIZATION.**


ABSTRACT: This article presents information regarding the learning organizations at the Eglin Air Force Base, Florida. They are becoming a way of life for Air Force members at Eglin's Air Armament Center (AAC). Air Force Maj. Gen. Robert W. Chedister, AAC commander, is leading the charge. Since Chedister chartered the Air Armament Academy, he and other Eglin leaders have offered over 200 presentations to more than 3,000 Eglin personnel. The first class offered was "Agile Acquisition–The Transformation," an interactive half-day workshop developed under the direction of Marvin Sambur, assistant secretary of the Air Force (acquisition).


**LEARNING UNDER FIRE: MILITARY UNITS IN THE CRUCIBLE OF COMBAT.**


ABSTRACT: This monograph explores the subject of organizational learning with an emphasis on how military units learn in combat. The challenges of today's operating environment require groups of soldiers to adapt responsively to a wide array of difficult and sometimes unfamiliar tasks. These efforts to improve unit performance often occur in the middle of an operation and thus involve a quick adjustment of behavior under taxing circumstances. Some scholars promote the concept of 'learning organization' and suggest that such entities have the ability to learn and
succeed in situations where others fall short. This is an attractive notion for leaders seeking transformation for their organizations, but it is not free from ambiguity. This study argues that the process of learning demands a deeper explanation, especially when it takes place in the complex environment of combat. Learning occurs differently at the multiple levels of an organization and even varies among separate parts of the same level. Moreover, certain conditions enhance or inhibit the process as it transpires.

**LEARNING: THE FUTURE OF AIR FORCE EDUCATION AND TRAINING.**

ABSTRACT: This White Paper presents concepts that are essential to meet the needs of the future Air Force and defines one approach to the future of education and training. Acknowledging dramatic world-wide changes in the future, these concepts provide the foundation for the Air Force to become a new learning organization an organization referred to as Air Force 2.0. The three concepts integral to the vision for the future of education and training are: (1) Knowledge management, (2) Continuous learning, and (3) Precision Learning.


**NATIONAL RECONNAISSANCE OFFICE--MOVING TOWARD THE LEARNING ORGANIZATION.**

ABSTRACT: Focuses on the National Reconnaissance Office (NRO) and its role in the operation and acquisition of the space-based intelligence capabilities of the United States. Vision statement of the NRO; Primary goals; Use of the intranet; Creation of the position of Chief Learning Officer (CLO); Responsibilities of the CLO.


**NEW IDEAS FROM THE ARMY (REALLY).**

ABSTRACT: Discusses how the US Army is striving to become everything the modern business organization is supposed to be--adaptive, flexible, and a learning enterprise. Organizational structure of the army; Comments by Army Chief of Staff General Gordon Sullivan; Downsizing; Training at the National Training Center in California; Benefits of the After Action Review (AAR); Recent war against Iraq; Future army forecasts. INSET: Look who's whispering in the general's ear.


**OPERATIONAL LEADER DEVELOPMENT: FOSTERING THE INSTITUTIONALIZATION OF INTELLECTUAL INNOVATION.**

ABSTRACT: The Army must develop leaders who are capable of managing uncertainty and change; leaders who can intellectually innovate. Intellectual change and innovation is the basis of appropriate and enduring physical/organizational change. How an organization learns from experience impacts on how it anticipates the future and how it adapts to function effectively in the current environment. Transforming the Army into a learning organization will allow the Army to institutionalize the fostering of intellectual innovation because learning, anticipating, and adapting to manage change are the norm. Individuals' emotional and intellectual maturation impact on their ability to learn. If they cannot learn they cannot lead, because they will be incapable of participating in team development/learning. Restructuring the Army's education by combining the concept of the 21st Century classroom and the experimental learning method of instruction would encourage team development/learning and revitalize the Army's education system. Restructuring of the education system would require restructuring the promotion system. Restructuring of the promotion system would reduce competition and encourage cooperation.

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**REFLECTIONS TODAY PREVENT FAILURES TOMORROW.**

ABSTRACT: The article discusses efforts related to process improvements at the organizational level, specifically addressing improvements to the process of developing computer software. The authors indicate that the U.S. military’s concept and practice of capturing immediate feedback after every mission could be applied to the efforts related to improve computer software. The U.S. Army has a model instituted in 1981 for identifying process performer-generated PIP (process improvement proposals) called the After Action Review (AAR) method. Within the AAR concept, teams in the Army use interactive team discussions to foster improvements in specific processes.


**SOF AS A LEARNING ORGANIZATION.**

ABSTRACT: Special Operations Forces (SOF) units are expected to perform a wide variety of missions under diverse conditions. They are considered a strategic tool, and as such, the price for failure is correspondingly high. The speed of reaction and the degree of flexibility are the key traits of SOF units. As the task environment of SOF units has grown in complexity, the amount of information available has grown too. As a result, the channels and the people could become overloaded, and in unstable and fluid environments, a unit can become less flexible, less capable of learning and ultimately less effective. The ability to learn as an organization is very important in a long-term perspective. This study analyzes what facilitates a SOF unit as a learning organization characterized by a quick and flexible response to new information. The overarching framework is that 'intelligent failure', framing and reframing, balanced exploitation and exploration, environment of psychological safety, managers' tasks supportive of organizational learning, learning teams, and mental models, selection of personnel, learning infrastructure, and being organized to learn are procedural and structural elements that facilitate organizational learning. Organizational learning of SOF units is fostered by an environment of psychological safety, and occurs through direct interaction. Establishing the processes that allow for safe reporting, and creating environment that supports open dialogue and discussion that encourage knowledge gain and transfer. SOF members' ability to cross boundaries helps bringing in new ideas and insights, and tolerance of failure in support of learning supports transfer of knowledge, and allows for faster and broader learning.

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STABILITY OPERATIONS CHALLENGES.
ABSTRACT: Historically, stability operations are not a new mission for the U.S. military. Based on the identified historical familiarity of the Army with stability operations, one would assume that the Army, being an adaptive and learning organization, would be better prepared or capable of conducting stability operations. However, these missions present significant challenges to the Army. This strategy research project examined two Operations (OPERATION JUST CAUSE, Panama1989 and OPERATION IRAQI FREEDOM 2003) and identified three challenges to the Army in conducting stability operations. Specifically, they are challenges in: 1) doctrine; 2) culture; and 3) interagency coordination. This research project concludes that the Army must maintain the current doctrinal focus of stability operations as a core mission; the Army culture must inculcate stability operations; and the Army must continue the refinement of interagency coordination.

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SYSTEMS THINKING AND DESIGN: MAKING LEARNING ORGANIZATIONS A REALITY IN THE U.S. ARMY.
ABSTRACT: This monograph examines whether the addition of design to U.S. Army doctrine, along with other changes, can clarify the concept of the learning organization and make it more achievable by operational units at the battalion and brigade levels. While there have been prior studies of the U.S. Army as a learning organization, they have focused on the whole Army as a monolithic entity, rather than investigating organizational learning at the operational level. Systems thinking, a common component of design and of learning organizations, is explored in depth to determine methods best suited for military application within the current operations process. Our findings determine that current doctrine encourages and is broadly consistent with the requirements of the learning organization. However, the concept of the learning organization is not explained in any detail. The necessary components of a learning organization are distributed across multiple field manuals, and no integrating explanation of how commander and staff processes contribute to organizational learning is provided. If institutionalizing organizational learning at the operational level is a desirable goal for the U.S. Army, then minor changes in training and operations doctrine could help to realize this potential. We recommend several targeted improvements to current doctrine to better articulate the concept and explain the essential linkages with commander and staff processes. Finally, as theoretical research cannot improve Army practices on its own, a pilot study is recommended to test the recommendations on a sample of operational units.

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TARGETING THE LEARNING ORGANIZATION.
ABSTRACT: Defense Acquisition University, Fort Belvoir, Virginia the corporate university for the U.S. armed forces, managed to leverage its resources into a highly effective strategic transformation. DAU, the corporate university that supports Acquisition Technology& Logistics, could well be seen as leading the way. DAU's centralized curriculum development arm works with functional integrated product teams within AT&L to identify training and education needs, as well as performance outcomes for various career levels, which are incorporated into DAU courses.


TEACHING OLD DOGS NEW TRICKS.
ABSTRACT: Investigates the implementation of organizational learning in an Asian national police force. Examination
of the related processes of transformational change as well as the barriers to change; Evaluation of the applicability of universalist change management prescriptions; Definitions of organizational learning and learning organization. ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

**TRUST AND DIALOGUE IN THE ARMY PROFESSION.**


ABSTRACT: Trust is an essential element that forms the core of the professional military ethic. Trust, from an organizational perspective, facilitates the lasting commitment to meet strategic aims. Trust involves the expectation that the object of trust will behave in a favorable manner, and includes the willingness of a person to be vulnerable to the actions of another based on this expectation. Trust binds the Army together as a cohesive unit. Unfortunately, in the Officer Corps there is the perception of a serious erosion of trust that may be reaching dangerously dysfunctional levels. Specifically, there is the perception among Army officers that senior Army leaders are not concerned with representing their services or the military as a whole, but are relenting to civilian officials for their own gain. If the underlying problem within the current Army profession is a perceived lack of trust, then this perceived lack of trust is a function of the true dialogue between the senior/strategic leaders and the junior and mid-career officers. The mechanisms and building blocks of trust revolve around communication and relationships. However, for the Army profession, the concept of communication is misunderstood. More importantly, the Army as a profession does not truly understand the concept of dialogue. This lack of understanding has allowed the perceived erosion of trust amongst the Officer Corps to occur. This monograph seeks to address this issue by defining trust and the Army profession. It identifies the source of the perceived trust erosion within the profession, and it provides a more complete definition of communication involving the concepts of discourse, dialogue, and discussion. It shows how the Army, in attempting to build a learning organization, has failed to include dialogue in its efforts. Finally, the monograph provides recommendations for how the Army profession can rebuild and sustain trust in the future.

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**U.S. ARMY WAR COLLEGE: A MODEL LEARNING ORGANIZATION FOR THE ARMY.**


ABSTRACT: Former Chief of Staff of the Army General Gordon Sullivan, challenged the 43rd Commandant of the U.S. Army War College (USAWC), Major General Richard Chilcoat, to make the USAWC the model learning organization for the U.S. Army. To determine the progress being made to achieve this goal, this study used the perceptions of the college's students, faculty and leaders and compares them to the characteristics of a learning organization. Additionally, the study also lists traits consistent and inconsistent with a learning organization as perceived by survey responders.

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**CASE STUDIES—TOP LEARNING ORGANIZATIONS:** Untold numbers of companies and agencies have attempted to evolve into learning organizations. Companies like AT&T, General Electric and McDonnell Douglas are often cited as examples of top-tier learning organizations in the United States. But many more companies have styled themselves as models for learning or reported early success stories that have not been sustained. Experts analyzing those organizations have noted that there is a difference between “compliance” with learning initiatives and true “commitment” to becoming a learning organization.

The Association for Talent Development (ATD) formerly ASTD, calls itself “the world’s largest association dedicated to those who develop talent in organizations” and notes it exists to help professionals “achieve their full potential by improving their knowledge, skills, and abilities.” For the past 12 years ATD has conducted something called “The BEST Awards” to recognize outstanding employee learning initiatives. Each year the BEST Awards are issued to recognize organizations that demonstrate enterprise-wide success or achievement as a result of employee learning. More about the BEST Awards can be found at: [https://www.td.org/About/ATD-Awards/Best-Awards/FAQ](https://www.td.org/About/ATD-Awards/Best-Awards/FAQ) with the most recent 2014 winners listed at: [https://www.td.org/About/ATD-Awards/Best-Awards](https://www.td.org/About/ATD-Awards/Best-Awards). The specific criteria are contained in the categories of the BEST Awards application and include:

- Evidence that the learning function has an enterprise-wide role: involved in the executive team, creating solutions to business issues, and setting organizational strategy.

- Evidence that learning has value in the organization’s culture: learning opportunities, C-level involvement, learning for growth, and innovation.
- Evidence of a link between learning and performance: alignment with the business, measurement, effectiveness, efficiency, and non-learning solutions.

- Evidence of investment in learning and performance initiatives.

The following section includes articles from the ATD publication "Talent Development" which in recent years has published many feature articles about BEST Award winning organizations, which include small and large private, public, and not-for-profit organizations from around the world. It also includes other articles that seem to report objectively on top learning organizations. Items in this section are listed in chronological order, not in order of relevance, with key terms highlighted for context at a glance. (Return to Contents...)

**2014'S VERY BEST LEARNING ORGANIZATIONS.**
ABSTRACT: The article offers information on several learning organizations in the U.S. recognized as recipient of the 2014 Association for Talent Development BEST Awards including Cognizant Technology Solutions Corp. in New Jersey, University Health System in Texas, and The Aerospace Corp. in California.

**2013: THE VERY BEST LEARNING ORGANIZATIONS OF 2013.**
ABSTRACT: The article offers information on the winners of the Best Learning organization from the American Society for Training and Development (ASTD) for 2013. These companies include Cognizant Technology Solutions Corp., BB&T University and Mindtree Ltd. Also mentioned are winners of the Best Advisory Committee such as Tami Austin, Rita Bailey and Melinda Bickerstaff.

**RESPECT FOR THE BEST.**
ABSTRACT: An introduction is presented for this issue which includes an article about 31 companies that are on this journal's 2010's Very Best Learning organizations list.

**A SALUTE TO THE BEST.**
ABSTRACT: A chart is presented which ranks 31 companies for the American Society for Training & Development (ASTD) organization's 2010's Very Best Learning organizations and includes InterContinental Hotels Group, Datatel, and NIIT Technologies Limited.

**THRIVING THROUGH CHANGE, CULTIVATING GROWTH.**
ABSTRACT: The article provides information about Farmers Group Inc. which is located in Agoura Hills, California and is ranked by this journal as one of the best learning organizations. The expansion of Farmers Group into the automobile insurance business in 2009 via the acquisition of Personal Auto Group and 21st Century Insurance Company is noted. The company's ability to offer home, auto, and life insurance customers telephone and online services as well as service through one of its insurance agents is mentioned. The challenge of training additional employees after the merger is discussed.
ACCESS: https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=54314021&site=ehost-live&scope=site

**CRISIS MANAGEMENT.**
ABSTRACT: The article provides information about Pierce Transit, a company located in Lakewood, Washington that operates public buses and is ranked by this journal as one of the best learning organizations. Pierce Transit's strategy for surviving a financial crisis caused by a recession as of October 1, 2010 that reduced the company's revenue from a local sales tax is mentioned. Pierce Transit's "Project Innovation" program, which merged an employee learning and development training program with a project-based research and development initiative and created cross-functional teams, is discussed.
FROM LEARNING DEPARTMENT TO LEARNING PARTNER.
ABSTRACT: The article provides information about Yapi ve Kredi Bankasi A.S. which has headquarters in Istanbul, Turkey and is ranked by this journal as one of the best learning organizations. The bank’s strategy for growth and survival during the 2008-2009 global financial crisis is mentioned. The success of Yapi ve Kredi’s learning and development department in becoming a corporate university called Yapi Kredi Banking Academy as well as the bank’s strategic business partner is mentioned. The academy’s manager training program “Create and Share the Energy” is discussed.

KEEPING KNOWLEDGE SAFE AND SOUND.
ABSTRACT: The article provides information about B&W Pantex, a nuclear weapons management company that has a site or Pantex plant in Amarillo, Texas and is ranked by this journal as one of the best learning organizations. B&W Pantex's knowledge-transfer strategy for safety and compliance training as well as soft skills training for career advancement are discussed. B&W's technical training department manager Scott Elliott comments on the reorganization of the company's training program to include computer-based training and on the company-sponsored school tuition program.

LEARNING, AT YOUR SERVICE.
ABSTRACT: The article provides information about Kelly Services Inc., a workforce solutions or temporary staffing company that has headquarters in Troy, Michigan and is ranked by this journal as one of the best learning organizations. How the company's Global Service Department, which focuses on product management and operations, transitioned in 2009 from classroom training to virtual instructor-led courses for employees is discussed. Kelly Services' "Global Solutions Training" program for sales personnel is also discussed.

LEARNING-ASSISTED SERVICE.
ABSTRACT: The article provides information about Mike's Carwash Inc., a privately owned chain-of-locations company that has headquarters in Indianapolis, Indiana and is ranked by this journal as one of the best learning organizations. Mike's Carwash's strategy to reduce employee turnover and increase customer loyalty and satisfaction is discussed. The company's policy on training and developing its employees through coaching, an online instructional module, workshop certification, contests, and incentives is also discussed.

PROACTIVE LEARNING BRINGS HEALTHY RESULTS.
ABSTRACT: The article provides information about Memorial Health System, a healthcare system company that is located in Springfield, Illinois and is ranked by this journal as one of the best learning organizations. Memorial Health's strategy for providing quality, patient-centered care focuses on the training and development of its workforce. The company's clinical training program, which receives U.S. funding in association with the Southern Illinois University School of Medicine, includes communication courses for healthcare personnel. Topics include the patient experience and patient satisfaction.

THERE ARE NO SHORTCUTS TO EXCELLENCE.
ABSTRACT: The article provides information about Genpact Ltd. which is a business-process and technology-management services company that is located in Gurgaon, India and ranked by this journal as one of the best learning organizations. Genpact's Lean Six Sigma approach to management and its strategy for employee development and retention are discussed. The company's "Smart Enterprise Processes" (SEP) proprietary services product that helps businesses generate revenue and reduce costs is also discussed. Topics include the SEP Academy for leadership training and a subsidized education program for young, career-oriented employees.

WHERE PEOPLE POWER MAKES THE DIFFERENCE.
ABSTRACT: The article provides information about InterContinental Hotels Group (IHG), a hospitality industry
company that has headquarters in Atlanta, Georgia and is ranked by this journal as one of the best learning organizations. IHG's business strategy and slogan that represents the company's commitment to customer satisfaction are discussed. Topics include brand loyalty, the corporate culture of personal dedication to the firm's objectives, and the steps IHG has taken to define its core values and employment brand.


COMMITTED TO EXCELLENCE.
ABSTRACT: An introduction is presented for this issue which contains information about innovation at learning organizations and about the 2009 BEST Awards which includes Sun Microsystems Inc.

THE REST OF THE BEST.
ABSTRACT: The article provides information about companies that received recognition for being learning organizations. The firms include CIGNA Corporation, BB&T, BJC Healthcare, Cbeyond, Datatel, Deloitte Touche Tohmatsu, G4S Wackenhut, Grant Thornton, Hindustan Petroleum Corporation Limited, Highmark Blue Cross Blue Shield, Infosys Technologies, InterContinental Hotels Group, La Quinta, LarsonAllen, Mayer Electric Supply Co. Inc., TELUS, MTR Corporation, Prescription Solutions, and Reliance Industries Limited, Dahej Manufacturing Division.

HUMAN POTENTIAL UNTANGLED.
ABSTRACT: The article reports that three generations of management theory have defined how organizations develop employee potential. The three traditional approaches to development including functional management approach, hierarchical model of organizations, and organizational systems are discussed. Scientist Peter Senge's learning organization approach, where people are continually enhancing their capabilities to create desired results, is explored. The goal of the value model of development is to get the best value each person has to offer, which is considered the best approach, according to the article. The five obstacles to employee performance are discussed.

2005 ASTD BEST ORGANIZATIONS: IMPLEMENT NONLEARNING SOLUTIONS.
ABSTRACT: The article reports that in 2005 ASTD BEST winners, nonlearning solutions accounted for an average of 43 percent of performance improvement programs. However, it is a general trend in most organizations that learning activities make up the majority of performance improvement initiatives. The 2005 ASTD State of the Industry report says that the nonlearning solutions most commonly implemented by BEST organizations were organizational development, process analysis, and talent management. BEST organizations regarded the learning organization as an invaluable resource for creating the template by which the most valuable employees could be selected and developed. BEST organizations already having a centralized learning function often provides the learning organization the most effective model for organizing, accessing, and delivering relevant information. The learning function detected flawed or outmoded HR functions in some BEST organizations, which helped create more effective models for hiring and onboarding.
ACCESS: https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=20607561&site=ehost-live&scope=site

HOLISTIC APPROACH LEARNING.
ABSTRACT: The article presents information on Booz Allen Hamilton Inc.'s on-the-job employee development strategy. A two-day acculturation session for new hires called Discover Booz Allen includes personal narratives from senior leaders about the organization. The corporate consulting firm has realigned its learning organization and has established new best practices to manage the learning development. Booz Allen fostered relationships between superiors and subordinates by putting emphasis on mentoring and coaching. The company's development strategy places the greatest emphasis on on-the-job learning.

BEST AWARD WINNERS.
ABSTRACT: This section presents information about various learning organizations that are the winners of the BEST Award in the year 2005. Some of the companies are: Caterpillar Inc., Hewlett-Packard Co., Gecis India, Wipro Technologies Inc., and Intel Corp.
THERE'S GOOD. THERE'S BETTER.


ABSTRACT: This article reports that 29 outstanding learning organizations have been honored as BEST Award winners in 2005. They include several icons of the business world. With their innovative approaches to workplace learning challenges and opportunities, some of these award winners will continue to shine and gain even more recognition in the years ahead. Tony Bingham, president and CEO of the American Society for Training & Development (ASTD), said that in its third year, the ASTD BEST Awards program has recognized 57 organizations from eight countries that achieve enterprise-wide success through learning, and the list continues to grow. He added that as a unique group of leaders, the BEST Awards winners demonstrate the critical connection between employee learning and development and achieving business results. He said that they create, support, and champion learning opportunities for results and a deep learning culture within their organizations. They represent mostly large organizations, but that was not a criterion for success or selection. The winning companies cover a broad range of industries, and each faced a unique challenge. How they responded to those challenges and opportunities, through effective employee learning and human development, stand as an example for any organization.


MAKING RESULTS VISIBLE.


ABSTRACT: It is a widespread trend: learning professionals are asked increasingly to make visible the results of training and development programs. Fort Hill Company recently convened learning leaders from 16 well-known corporations across America to a Best Practices Summit, in which every participant reported increased pressure to demonstrate measurable results from training. Indeed, more than half of the participants rated the pressure as "significant" or "cry great." Daniel Peterson, project coordinator for learning and development at GlaxoSmithKline, is typical. When asked, what are the greatest challenges your learning organization is facing, he responded, "Showing measurable benefit."


A STORY OF REAL CHANGE.


ABSTRACT: Features the success of Utica, New York-based firm Savings Bank of Utica in transforming itself into a learning organization. Empowerment of employees to solve problems through creative exercises; Role of Gary Gilersleeve and Gary Gemmill in transformation of the bank; Off-site retreats conducted by the bank to achieve its purpose; Background on the Working to Achieve Visions of Excellence program.


FROM TRAINING TO LEARNING: The peer-reviewed and trade literature appears to treat training as an important element of any learning organization, and notes that training is critical to employee development. However, leading thinkers seem to agree that developing a true learning organization "is not simply about more training," and they are quick to point out that the process of learning is quite nuanced. One way to envision learning is as a progressively complex system of tiers:

- **Learning facts:** Includes workplace knowledge, technical details, processes and procedures.
- **Learning new job skills:** Includes skills that transferable to unfamiliar situations and other jobs.
- **Learning to adapt:** May involve experimentation, communication with peer groups, and willingness to share "lessons learned" from success or failure.
- **Learning to learn:** Involves the intersection of creativity and true innovation. Is more proactive in that it involves reframing knowledge, challenging assumptions and ultimately reshaping the future of the organization or possibly even the sector.

In addition, many learning experts believe that these types of "learning tiers" can be applied on multiple levels, such as: the individual level, teams of employees, or across the entire organization. Other Observations:
• These citations were all found searching for “learning organizations” and closely related terms, NOT for the terms training, however, most of the articles here feature terms like: training, teaching and learning.

• Many of the citations in this section discuss the role of training in the bigger context of KM/organizational learning.

• Some of these articles are on how to “evolve from a training organization to a learning organization.”

• Some of the articles discuss the role of on-the-job-training and learning that happens “outside of formal training programs.”


CITATIONS: The following citations are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context. This is intended to be a representative list of citations, as opposed to a comprehensive list of citations. (Return to Contents…)

BECOMING A LEARNING ORGANIZATION AT ORACLE.
ABSTRACT: Discusses software firm Oracle Corp.’s effort to become a learning organization. Coordination of knowledge management, innovation and training activities; Development of leadership capabilities; Role of Oracle University. INSETS: Start by supporting the ways employees are already learning; Measuring the learning organization.
ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

BRINGING EXCEPTIONAL LEARNING TO EVERYONE.
ABSTRACT: This article discusses the role of online education in the development of an organization. As training and development, human performance improvement, organizational development, and their related disciplines have earned a strategic seat at the mission-critical table of many businesses, practitioners are increasingly faced with a two-pronged dilemma: how to advance their own learning and thus progress in their careers, while providing stellar performance in their daily jobs; and how to administer and manage a training budget so that quality learning reaches the maximum number of qualified organizational participants. In many cases, the solution to both these dilemmas is the same: distance learning, particularly online universities.

BUILDING BRIDGES: LESSONS IN WORKING WITH BUSINESS UNITS.
ABSTRACT: The article focuses on three primary models of structural learning within a business organization. They are centralized learning, decentralized learning and hub-and-spoke learning. The first one is usually found in large organizations while the second one is employed by smaller organizations. The third one is a hybrid model and functions in a cost-recovery environment.

BUILDING SOCIAL DIALOGUE OVER TRAINING AND LEARNING: EUROPEAN AND NATIONAL DEVELOPMENTS.
ABSTRACT: This article examines recent developments in social dialogue over vocational training and lifelong learning. The central concern is how to develop coherent European policies for increasing social partner influence in this domain, given the diversity of national systems of VET and structures of social dialogue across Europe. The study draws on a survey of 13 countries and concludes that despite these disparities, cross-national differences in social partner involvement are less than might be anticipated. Initiatives like the social partners’ Framework of Actions are seen as pressures promoting convergence, but this is likely to occur paradoxically as a result of increasing diversity within member states.
ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

THE BUILDING BLOCKS OF THE LEARNING ORGANIZATION.
ABSTRACT: Presents the twelve key factors that influence an organization’s ability to learn and change.
BUILT TO LEARN: THE INSIDE STORY OF HOW ROCKWELL COLLINS BECAME A TRUE LEARNING ORGANIZATION (BOOK REVIEW).
ABSTRACT: As training professionals, we're aware of the importance of the learning organization. High-profile consultants, such as Chris Argyris, routinely talk about knowledge as the key to organizational change. They provide answers to questions about making an organizational shift to a learning-based culture, and about the difference between a deep culture shift and trendy learning initiative. They greatly expanded learning activities, while increasing perceived quality and dramatically reducing costs. As a result, training offerings expanded by 400 percent and were available around the clock to a global audience. In 1998, Purington and Butler began a process of organizational change at Rockwell Collins, an aviation electronics company with approximately 17,000 employees worldwide.

CHANGE AND STASIS IN LEARNING DELIVERY.
ABSTRACT: This article reports that the typical learning organization sees demand for a variety of content types. As such, the Business Intelligence Board answered questions regarding the primary delivery method used for different types of learning. For soft skills training, the majority indicated that they employ classroom delivery. Only 4 percent deliver soft skills training through synchronous e-learning. And 65 percent indicate that this has not changed over the course of the past 12 to 18 months. For technical skills, the highest percentage also delivers training via the classroom, but the mix is far greater. Of all the skills presented, the on-the-job training percentage was highest for technical skills, with 15 percent of respondents reporting that they use this approach. As with soft skills, not much has changed in the past year or so. Management skills training delivery is overwhelmingly skewed to classroom delivery, with 74 percent of respondents choosing this method.

CHANGES IN LEARNING AND DEVELOPMENT STAFFING.
ABSTRACT: The article discusses the changes in learning and development staffing in organizations in the U.S. It states that there has been a reduction in the number of training and learning professionals in companies. Companies feel that they have a shortage of staff even if they have enough funding to hire more. Corporations are challenged to seek for competent learning and development professionals to fill vacant positions.

CLOSING SKILL GAPS.
ABSTRACT: Focuses on Fletcher Wood Panels' training program for its forest products workers in New Zealand. Fletcher's development of a learning organization strategy; Inclusion of training with the company's contract with workers; Identification of required skills and competencies.
ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

THE COMING OF AGE OF WORKPLACE LEARNING: A TIME LINE.
ABSTRACT: Chronicles the growth of the field of workplace learning in the U.S. Appearance of the title of training director on organizational charts in the 1940s; Permeation of anti-communist themes into training program in the 1960s; Application of the sociotechnical systems theory to training in the 1970s; Contributions of the American Society for Training and Development to the field.

CONTINUOUS LEARNING AND WORKFORCE ENGAGEMENT.
ABSTRACT: The article draws attention towards the need of training in the business world. Good companies have already realized that promoting, facilitating and encouraging continuous learning can be very beneficial to the company. Such learning organizations have a clear picture of their future knowledge requirements and they actively pursue the desired information. An organization should have an environment which is conducive to learning.
Continuous learning is the catalyst for improved performance, growth and innovation and therefore an organization should encourage and reward their employees for continuous learning. INSET: Medica: Talent and Learning Management to Support Growth.

CONVERTING FROM A TRAINING DEPARTMENT TO A PROFIT CENTER.
ABSTRACT: This article presents a commentary on the leadership development approach adopted by U

CREATING DISCIPLES: THE TRANSFORMATION OF EMPLOYEES INTO TRAINERS.
ABSTRACT: Abstract: Business realities demand that organizations place a strategic emphasis on developing knowledge workers and becoming a learning organization. Numerous programs of organizational change and renewal must also be undertaken to keep firms competitive. This requires ongoing training for all employees to succeed in today’s global marketplace. While external consultants and professional staff are often called upon to provide this training, many organizations are turning to their own employees as an effective, lower cost alternative. There are several benefits to using this strategy, but significant support must be provided to realize these benefits. Herein, we describe a systematic process to turn novice employee trainers into a powerful force for organizational change. By transforming employees into disciples, organizations can give training the impact it needs. Copyright &y; Elsevier]. Copyright of Business Horizons is the property of Elsevier Science Publishing Company, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder’s express written permission. However, users may print, download, or email articles for individual use.
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THE CURE FOR LEARNING.
ABSTRACT: The article presents a profile of Barbara Keen, the head of global learning and development for Bristol-Myers Squibb (BMS), a biopharmaceutical company. Keen’s efforts to unify the firm’s formerly fragmented and local approach to employee training initiatives are described, and she is quoted discussing the importance of aligning training programs with strategic operational goals.

DEFINING TRAINING AND LEARNING AT LLOYD’S.
ABSTRACT: In a major City institution, where the apprenticeship model of learning has reigned for over 300 years, change and modernization can be challenging. Here, derived from his MBA research, Robert Humphreys describes in detail the methods of learning at Lloyd’s of London and highlights areas that the organization could focus on to develop its learning strategies, while maintaining its place as the world’s leading specialist insurance market.
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DON’T BOTHER PUTTING LEADERSHIP INTO PEOPLE.
ABSTRACT: The article presents a commentary on the leadership development approach adopted by U.S. corporations in 2004. The author notes that most leadership training being conducted in corporate off-sites is ill-advised. He explains that the intent of most of this training is to put leadership into people such that they can transform themselves and their organizations upon their return. The author elaborates that most trainees who attend the sessions find that the approach doesn't work well upon their return to their professional domains. He says the main reason for the lack of success is that though they have learned the "list" of leadership, no one else in their firms has.

THE DREAD FACTOR: HOW HAZARDS AND SAFETY TRAINING INFLUENCE LEARNING AND PERFORMANCE.
1, 46-70.
ABSTRACT: On the basis of hypotheses derived from social and experiential learning theories, we meta-analytically investigated how safety training and workplace hazards impact the development of safety knowledge and safety performance. The results were consistent with an expected interaction between the level of engagement of safety training and hazardous event/exposure severity in the promotion of safety knowledge and performance. For safety knowledge and safety performance, highly engaging training was considerably more effective than less engaging training when hazardous event/exposure severity was high, whereas highly and less engaging training had comparable levels of effectiveness when hazardous event/exposure severity was low. Implications of these findings for theory testing and incorporating information on objective risk into workplace safety research and practice are discussed.
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THE EFFECTS OF THE PDCA CYCLE AND OJT ON WORKPLACE LEARNING.
ABSTRACT: In the present article, we examined the effects of the plan-do-check-act (PDCA) cycle and on-the-job-training (OJT) on workplace learning. We defined workplace learning based on the concept of an organizational learning cycle. Using survey data from a Japanese fire and marine insurance company, we found that PDCA, OJT (empowerment), and reflective communication had positive effects on workplace learning. These results suggest that quality management, empowerment and reflective practice may help to significantly improve workplace learning. We also discuss theoretical and managerial implications of this study.

AN EMPIRICAL STUDY INTO THE LEARNING TRANSFER PROCESS IN MANAGEMENT TRAINING.
ABSTRACT: Two management technique courses with very specific objectives were compared. Participants completed a series of pre- and post-course questionnaires to establish whether they intended to transfer their training to their work and whether they had in fact done so. A number of characteristics were found to distinguish the learning 'experimentors' from the 'non-experimentors'. More of the experimentors had attended the course on their own initiative, more of them believed the course would be beneficial to them on the job prior to attending it, and a greater proportion had had pre-course discussions with their boss. It was found that transfer attempts were more likely to be successful and beneficial where the boss 'sponsored' the new idea. Organizational factors found to inhibit training transfer included 'overload of work', 'crisis work' and 'failure to convince older workers'. The main facilitating factors were related to the preparedness of the superior to listen to new ideas and allow experimentation with them. The management style and attitudes of the trainee's boss were found to be the single most important factor in management training transfer.

ENLIVENING LEARNING WITH DIGITAL VIDEO.
ABSTRACT: The article discusses the importance of digital video in training for learning organizations. It tackles on the transformation of training videos to electronic learning and its effect to learning process. It offers tips on using video on training which includes to focus always on learner and look for opportunities to get the learning out into the workplace.

THE EVOLUTION OF LEARNING STRATEGIES IN ORGANIZATIONS: FROM EMPLOYEE DEVELOPMENT TO BUSINESS REDEFINITION.
ABSTRACT: The dynamics of rapid change, heightened global competition and advancing technology mean that organizational success will be increasingly dependent on learning. Recognition of the importance of learning in today's business reality is reflected in a recent explosion of interest in learning organizations and the emergence of corporate learning centers and universities. Although reports of new corporate initiatives appear daily, and rhetoric abounds, there has been little synthesis of the underlying logic of recent learning initiatives. Using the example of Motorola University, we present a model depicting three phases of evolution of learning strategies in large industrial organizations.

FROM TRAINING TO LEARNING.
ABSTRACT: A letter to the editor is presented in response to the article "Leading the Transformation from Training to Learning," by Patricia Leonard in the February 2006 issue.


THE FUTURE OF THE PROFESSION FORMERLY KNOWN AS TRAINING.
ABSTRACT: According to the author, there is no topic that inflames more passion at the moment than what to call the profession formerly known as training. In a recent online discussion about what to call a document describing competencies for the field, the author read this amazing statement: "Under no circumstances should the word 'training' appear in the title." Here is how Pat McIlagan — CEO of McIlagan International, an authority on competencies in the field explains it, "If we are to be effective, our views and theories of organization must change."

THE FUTURE OF WORKPLACE LEARNING AND PERFORMANCE.
ABSTRACT: Presents the views of several experts on trends affecting workplace learning and performance. Management myths that disempower management and trainers; Need for training both in knowledge and attitudes; Influence of technology on workplace learning; Challenges to conventional assumptions about corporate training.

GOODBYE TRAINING, HELLO LEARNING.
ABSTRACT: Elaborates the transformation of training of employees to learning. Influences on the transformation of training to learning; Two primary changes in the nature of learning centers; Details on distance learning. INSET: Five Keys to Success in Technology-Based Learning.

HELP EMPLOYEES RE DISCOVER THEIR MOJO.
ABSTRACT: The article presents the insights of three executives in human resource (HR), such as Lorraine McCormick of AmeriCU Credit Union, Rhonda Eslinger of Interra Credit Union, and Mark Steiman of Kinecta Federal Credit Union, concerning employee performance. McCormick states the need to provide specific feedback. Eslinger mentions the importance of training in employee development strategy. Steiman emphasizes the importance for leaders to provide clear expectations and communications.

HOW SERIOUSLY DOES YOUR ORGANISATION TAKE LEARNING?
ABSTRACT: The article presents statements from some executives on how their organizations take learning. According to Alan Hollingmode of HM Land Registry, learning and development tends to come in at the tail end of strategic thinking. Marie Taylor of Management Solutions claims that training and development tend to be a response to a problem and it is still difficult to get them on to the agenda at a strategic level.

IN 2009, BEST AWARD-WINNING ORGANIZATIONS HAD AN AVERAGE OF 47.0 HOURS OF LEARNING CONTENT FOR EACH EMPLOYEE, A 15.9 PERCENT INCREASE FROM 2008.

IN PRACTICE: A HYBRID APPROACH TO TRAINING AND LEARNING AT HALLIBURTON.
ABSTRACT: The article discusses oilfield services company Halliburton's approach to employee development through the application of balanced training and learning modules. According to the article, technological interactivity enables instructors at Halliburton to engage participants who are challenged by lecture environments or may be too
timid to speak in front of a crowd. Topics include polls, real-time feedback, and discussions.

**INDIVIDUAL AND ORGANISATIONAL LEARNING.**

ABSTRACT: The article focuses on individual and organisational learning. The discussion of "the learning organisation" is receiving increased attention; and indeed even perhaps some analytical research, in both Great Britain and the U.S. exists without individual learners. The learning organisation depends absolutely on skills, approaches and commitment of individuals of their own learning. Clearly, however, the individual learner can be helped or hindered by the organisation in which he or she works; the environment may not be absolutely fundamental but it can be a powerful influence, which ought to be properly defined and directed. In that sense attention to the learning organisation as environment is certainly desirable. The extent to which it is necessary or useful to move from the helpful organisation, to a view of the organisation as in some sense a corporate body possessed of learning attributes, is also discussed in the article. The most powerfully influential figures in the world of management education and training have been Malcolm Knowles, with his assertion that adult learning crucially depends on interest in resolving relevant problems; and David Kolb with his vital identification of individual learning styles as a major feature to accompany his version of a learning cycle.
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**THE INFLUENCE OF MANAGEMENT TRAINING UPON ORGANIZATIONAL CLIMATE: AN EXPLORATORY STUDY.**

ABSTRACT: The influence of three management training programs (MT) for first line supervisors (foremen) upon organizational climate were evaluated using a questionnaire design with repeated testing and statistical controls. The main objective for two of the three MT programs under study was to change the organizational climate in a direction that would facilitate learning at work. Results indicate that the most process-oriented training program did change the organizational climate, as perceived by the supervisors, but paradoxically in an apparently negative direction, especially as far as interpersonal conflicts and supervisory skills were concerned. This finding is interpreted as reflecting changes in supervisors' perception of organizational climate without any necessary 'real' change in the climate itself. The supervisors' increased awareness of organizational climate factors was, on a theoretical basis, considered to facilitate learning at work, thus explaining the apparent paradox.

**INNOVATIVE TRAINING IN DESIGNING CORPORATE IDENTITY.**

ABSTRACT: Purpose — To present the role of innovative training in the design and assimilation process of a new corporate identity Design/methodology/approach — The article is based on a description of the design process of a new corporate identity and its assimilation by a hotel chain management company Data were gathered by in-depth interviews with members of the company's management, namely its CEO, marketing manager and human resources manager and five hotel managers. In addition, written material was analyzed, including business and operational reports. Findings — The innovative training approach, which is based on continuous involvement of all organization members, is an effective mechanism for designing, building and adapting corporate identities in an era characterized by significant changes in the business-marketing environment. This approach enables the company to rapidly assimilate the new identity and improve business results. The active involvement of internal stakeholders during the formulation stages of the organizational vision, and late, when determining the training mechanism for its assimilation, contributes to the satisfaction of both employees and clients, minimizes employee turnover, and enhances the organizations reputation. Originality/value — This article illustrates how innovative training assists organization managements in designing and assimilating new corporate identities. It differentiates between supportive training and innovative training, indicating both the connection between innovative training and organizational learning and the contribution of the employees in implementing the corporate identity.
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**INTERVIEW: NOEL M. TICHY EXPLAINS WHY THE 'VIRTUOUS TEACHING CYCLE' IS INTEGRAL TO EFFECTIVE LEADERSHIP.**

ABSTRACT: Presents an interview with Noel Tichy, director of the Global Leadership Program at the University of Michigan's Business School. Concept on virtuous teaching cycle in management training; Difference between teaching organization and learning organization; Views on emerging management styles.
ACCESS: To request this document contact Barb.Neyman@VDOT.Virginia.gov

**IT'S MORE THAN THE FIVE TO DO'S: INSIGHTS ON DIVERSITY EDUCATION AND TRAINING FROM ROOSEVELT THOMAS, A PIONEER AND THOUGHT LEADER IN THE FIELD.**

80
IT'S TIME TRAINING PROS FACED UP TO THE ROI CHALLENGE.

ABSTRACT: The author stresses that return on investment (ROI) is an essential proof of training and learning and development success. The ROI is the analysis of how much the training cost and whether the organisation has received any benefit of equal or greater value. Training should make a financial contribution to the host organisation within which it operates either helping to save money or make more of it.
ACCESS: http://www.personneltoday.com/hr/its-time-training-pros-faced-up-to-the-return-on-investment-challenge/

K-SPAN.

ABSTRACT: Presents information on the integration of knowledge management (KM) and learning in the training strategies of business organisations. Advantages of integrating KM and learning; Discussion on the definition of KM; Importance of the common foundation of learning management and knowledge management systems; Benefits derived by learning organisations from combining KM and learning. Insets: MULTIMEDIA KM; THE INTEGRATION SOLUTION.
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LEADING THE TRANSFORMATION FROM TRAINING TO LEARNING.

ABSTRACT: The article focuses on the relevance of training in the attainment of learning in a business organization. It states that training is the core of learning for the fact that to learn is to apply the things or skills developed during the training for professional development. A recent study shows that companies without undergoing learning can't be considered as learning organizations. Learning opportunities are relevant in organizational plan to determine the nature of training for the attendees.

LEARNING UNKED TO SUCCESS.

ABSTRACT: An interview is presented with Gary Smith, the chief executive officer of Ciena Corporation, a network technology firm. He discusses the importance of employee training and development for Ciena's corporate strategy, focusing on technological innovation and the importance of human capital for business competition. Smith also notes that modeling desired behaviors is a crucial aspect of leadership.

LEARNING AS A COMPETITIVE ADVANTAGE: INNOVATIVE TRAINING IN THE AUSTRALIAN AEROSPACE INDUSTRY.

ABSTRACT: Examines strategies of Hawker De Havilland on the creation of learning organization in Australia. Importance of multiskill operational staff on all levels of organization multiskilling; Impact of employee empowerment on the individual performance; Identification of corporate strategy and organizational support structure on learning development.
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LEARNING ECONOMICS: BALANCING TIME & INVESTMENT.

ABSTRACT: The article discusses about balancing of time and investment in learning. Learning organizations often use training investment level as a percentage of payroll and the average number of training hours as benchmark data to make the business case within their organizations for more dollars and more learning hours for their workforce. Economists typically look at efficiency and effectiveness to explain this. From a inefficiency perspective, there...
are companies that are able to do more with their learning dollars than others.


**LEARNING ORGANIZATIONS COME ALIVE.**

ABSTRACT: Details how to give life to the concept of the learning organization. Definition and structure of organizational learning; Systems-level learning; Learning organization as an interrelated system; Importance of culture; Communication and knowledge systems. INSETS: The essence of learning organization.; The learning organization assessment framework.; Training and trainers in a learning organization.; Additional resources.


**LIST OF TRAINING MANAGEMENT CHECKLISTS.**

ABSTRACT: A list of training management checklists is presented including how to lead learning organizations, how to make the most of e-learning and how to run the training operation.


**LMS STRESSED.**

ABSTRACT: The article discusses the "Training Efficiency: Optimizing Learning Technology," a study from outsouces services provider Expertus that focuses on Learning management systems (LMSs). The study shows that the most frequently cited challenges or obstacles in using LMS functionalities to increase efficiency are lack of integration and inflexible reporting capabilities. Mohana Radhakrishnan, vice president of client services for Expertus, emphasized that an LMS should serve as the hub for efficient practices within a learning organization.


**A LOVE-HATE THING.**

ABSTRACT: Return-on-Investment and learning analytics are topics which are exciting and irritating. It is great that many learning organizations are evolving into pragmatic and business-driven entities. These organizations are fostering greater access into upper levels and across greater boundaries in organizations than ever before. Some of the powerful tools that are out there are for training professionals and other stakeholders to measure training effectiveness in a variety of ways, using an array of tools to do that. There are still too many training metrics in organizations that are really only important to training organizations. The term learning analytics goes away and everyone in organizations will be using business analytics and business measurements to describe the effectiveness of learning interventions.


**A MISSING LINK IN THE TRANSFER PROBLEM? EXAMINING HOW TRAINERS LEARN ABOUT TRAINING TRANSFER.**

ABSTRACT: This study describes and reports the methods training professionals use to learn about training transfer. Specifically, this study focused on trainers' use and perceived utility of the literature (research and practitioner-based) to develop their knowledge of how to support training transfer in their organization. Consistent with extant research conducted on human resource professionals, our survey results suggest that training professionals seek knowledge mostly through informal learning (e.g., job experiences, discussions with internal and external training professionals, books, searching the Web), but they prefer to learn about training transfer in discussions with external trainers and academics. As a follow-up to the survey, our interview results indicate that trainers select learning methods based on source quality, motivation, and accessibility, but these differed based on which learning methods were chosen. Ideas to guide future human resource researchers are presented within the framework of information-seeking theory. This paper concludes by discussing practical implications for increasing trainer competencies that support training transfer in organizations.

NEW TRAINING TOOLS.

ABSTRACT: Features various employee training equipment and supplies. Insights from the book 'Reeducating the Corporation: Foundations for the Learning organization,' by Daniel R. Tobin; Microcomputer-based simulation from Quest Multimedia authoring systems; Training program called START, short for Strategic Assessment of Readiness for Training. INSETS: Lite Tools;Product Information.

ORGANIZATIONAL AND INDIVIDUAL LEARNING AND FORGETTING.

ABSTRACT: Researchers of industrial relations issues in manufacturing have long recognized that careful study of production has significant implications for labor productivity. Recent theory and analysis has shown the large influence of organizational forgetting. The authors of this study demonstrate that forgetting by workers in an establishment or line of production as a substantive characteristic of actual production processes is over stated and that alternative, simpler theoretical and empirical explanations have at least as good explanatory power. Using inside-the-firm analysis, they find that the omitted-variable bias in other studies due to data limitations has the potential for spurious estimates of large forgetting rates by lines of work. Further, they find that forgetting, although important and interesting, is not as influential as previous work for labor productivity has suggested. Further analysis of the production function and the role of organizational forgetting needs to be fully specified in a model to include internal production and labor relations characteristics, like those in this study, to be a plausible model of the production process within manufacturing establishments.

ORGANIZATIONAL COMPETENCE DEVELOPMENT IN TWO PUBLIC AGENCIES IN THE NETHERLANDS: THE EFFECTIVENESS OF IN-COMPANY TRAINING VERSUS LEARNING BY DOING.

ABSTRACT: This article describes the results of a comparative case study of two competence development trajectories within Dutch public administration organizations. These two trajectories are rather different: One can be seen as a more theory-driven training approach whereas the other can be seen as practice-driven coaching. Their theoretical distinctions are elaborated upon, and the ways in which these differences impact upon their contributions to individual and organizational learning processes are analyzed. The article concludes with some observations on the relative value of both approaches as well as some conclusions about the ways in which the two approaches can strengthen each other and enhance individual and organizational learning.

THE PARADOXICAL NATURE OF THE RELATIONSHIP BETWEEN TRAINING AND LEARNING.

ABSTRACT: The difficulty of explaining the paradoxical nature of organizational life has resulted in reductionist approaches, which present the relationships between processes as causal and linear. The relationship between training and economic performance, the contribution of training to individuals' adaptability to change and the significance of knowledge and learning to organizational competitiveness are just some examples of the perceived linearity of the relationships between processes. The relationship between training and learning falls in the same category in that it is assumed to be very strong. This article makes a contribution to this debate by providing new insights about the relationship between training and learning. Using recent empirical findings from a longitudinal study in the Financial Services Sector, this article examines some of the basic differences between training and learning using the individual manager as the unit of analysis. These differences reveal some of the conditions that shape the relationship between training and learning. The findings from the study suggest that the relationship between training and learning may appear strong on the surface; however in essence it may be superficial and mechanistic.

PERCEPTIONS OF THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT OF 'GREY-COLLAR' WORKERS IN THE PEOPLE's REPUBLIC OF CHINA.

ABSTRACT: An important human resource development (HRD) implication of the People's Republic of China's (PRC) rapidly expanding economy has been the emergence of a critical shortage of grey-collar workers (GCW). Although 'grey-collar' has been commonly used in the West to describe an aging population within the workforce, in China it refers to people who are neither white nor blue collar workers but technicians. The shortage of GCW constrains the PRC's economic and developmental sustainability, and has been recognized in central and provincial government initiatives to increase training and development of employees within these fields. While acknowledged as a policy
and organizational problem, there has been no research investigating what organizations are doing to develop these employees. Drawing upon a survey of 310 semi-skilled and skilled employees in Beijing, our findings suggest that while the surveyed organizations are investing heavily in both on- and off-the-job training, employees' perceived value of such differs markedly according to age and position. The research has important implications for China's HRD strategy in suggesting links between training and other human resource management (HRM) functions are yet to be evidenced.


POLITICS AND POWER IN TRAINING AND LEARNING: THE RISE AND FALL OF THE NHS UNIVERSITY.


ABSTRACT: This article examines the political processes surrounding the development and demise of an ambitious, yet short-lived, policy-based learning initiative, namely a university for the UK National Health Service. Using a Weberian framework of political action, we explore the impact of intra-organizational and macro-political dynamics on the initiative, highlighting the role of legitimate power and authority on learning within this organization. Through analysis of the practical and symbolic implications of the commitment to 'become a university', we identify sources of organizational resistance to the model of learning that the initiative promoted. Finally, we trace the traditional and rational-legal political processes whereby the initiative was dissolved by undermining the charismatic authority on which it was founded. We conclude by considering the wider implications of our analysis for understanding structures of authority in learning.

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THE POTENTIAL USE OF KNOWLEDGE MANAGEMENT FOR TRAINING: A REVIEW AND DIRECTIONS FOR FUTURE RESEARCH.


ABSTRACT: The powerful competitive traits of a learning organization are well documented. Companies in the future will have to provide new and innovative techniques if they hope to survive and prosper. These techniques will revolve around knowledge management. However, research on using knowledge management as a tool to increase learning is minimal. Knowledge management systems provide a new vehicle to effectively and efficiently disseminate knowledge, skill and expertise throughout an organization. Knowledge management is an outgrowth of the "information society". Currently, research and implementation of knowledge has centered on the outside customer service and outside customer relationships. Little has been written about the use of knowledge to serve the training needs of the firm. This study combines the powerful competitive traits of a learning organization with knowledge management traits to potentially increase the positive effects of both.

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RESCUING TRAINING: JOINING LEARNING AND APPLICATION IN A FEDERAL AGENCY TRAINING PROGRAM.


ABSTRACT: Examines the role of management training on improving managerial skills and agency performance in the U.S. Effectiveness of integrating training with on-the-job application skills; Link between training and organizational change; Reason of managers on training participation.


THE ROLE OF TRAINING IN DEVELOPING GLOBAL LEADERS: A CASE STUDY AT TRW INC.


ABSTRACT: One of the first tools human resource managers turn to in meeting the challenge of developing global leaders is formal executive development. TRW Inc., a leading company in automotive, aerospace, and information systems, provides an interesting case study of how a U.S. based organization has dealt with the challenges of globalizing top managers. In 1996, TRW launched its global leadership program by combining the U.S. based classroom teaching with real life learning experiences from often-uncomfortable locations around the world. This article reviews TRW's experience with this program and offers important insights for others contemplating designing and delivering a systematic global leadership development program. For many senior executives, the move toward globalization will require serving in capacities outside their comfort zone. Part of the intent of formal training is to provide a safe and relatively controlled setting that provides the support of experts, for executives to extend their comfort zones. Furthermore, the opportunity to discuss their experiences in a team setting enables executives to make sense of these experiences in such ways that the skills learned will translate across cultures and countries.


RUNNING LEARNING LIKE A BUSINESS.


ABSTRACT: The article discusses how corporate learning organizations can be run like a business. In the author’s
view requirements include mission statements for training departments, alignment of corporate and training goals, the establishment of a business-based justification for training departments, a strategy for evaluation and measurement, a business plan for learning, and performance that is evaluated in terms of measurable goals.


SHIFTING GEARS FROM TRAINING TO LEARNING.
ABSTRACT: Suggests ways on how to transform training on learning in the insurance industry. How to involve management in the process; Prerequisites to become a learning organization; Ways on transforming meetings into learning experiences; Pointers to remember in evaluating a presenter; Benefits of focusing on learning.

STRATEGIC TRAINING AND DEVELOPMENT: A GATEWAY TO ORGANIZATIONAL SUCCESS.
ABSTRACT: Organizational success depends on the knowledge, skills and abilities of the workforce. In a learning organization, retention of talent, intellectual capital and knowledge management are vital to support the company's mission, vision and strategic goals. Trends such as globalization, technology, outsourcing, the aging workforce and competition for talent all contribute to the necessity to invest in human capital. Thus, to promote competitive advantage, a key HR leadership role is to identify, design and implement strategic training and development initiatives.

A STUDY ON RELATIONSHIP AMONG LEADERSHIP, ORGANIZATIONAL CULTURE, THE OPERATION OF LEARNING ORGANIZATION AND EMPLOYEES' JOB SATISFACTION.
ABSTRACT: Purpose - The main purpose of this paper is to investigate the relationship among leadership, organizational culture, the operation of learning organization and employees’ job satisfaction.
Design/methodology/approach - A quantitative research design was employed. A total of 1,000 questionnaires were mailed out and received 134 valid replies. Findings - The research results indicate that the various operation extents of learning organization have significant difference under the dimensions of leadership, organizational culture and the operation of learning organization. Both leadership and organizational culture can positively and significantly affect the operation of learning organization. In addition, the operation of learning organizations has a significantly positive effect on employees' job satisfaction. Research limitations/implications - Although this research is adopted with questionnaire investigation and concise questions to the best of one's ability it is still not known whether the respondents can substantially understand the original contextual meaning of the questionnaire to show the results with a true reflection. Practical implications - The paper shows that, with the increasing number of knowledge workers in Taiwan, it is impossible for business administrators to satisfy employees' demands by means of conventional leadership. Instead, they are required to enhance their own skills in transformational leadership and, through setting a good example to employees, encouraging innovation and learning activities, developing employees' potentials, giving education and training activities, etc., more money incentives, this is necessary to keep people with excellent talents. Originality/value - The paper adopts the experimental methodology to observe the learning achievement within the business organizations in Taiwan. Also, an attempt is made to make business organizations aware of the effect of organization learning activities in Taiwan and the job satisfaction of employee.
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TODAY’S HIGH-ImpACT LEARNING ORGANIZATION.
ABSTRACT: The article highlights the study conducted by the Bersin & Associates on "The High Impact Learning organization" in the U.S. According to the author, the study surveyed 800 corporate training leaders to identify the top learning and development priorities and drivers of business impact. In addition, the top issues for learning leaders include reducing costs, improving efficiency and globalization. Moreover, 72 of the respondents have met the criteria for high-impact learning organizations.

TRAINING AND CAPABILITIES IN FRENCH FIRMS HOW WORK AND ORGANISATIONAL GOVERNANCE MATTER.
ABSTRACT: Purpose – The purpose of this tri-sectoral comparative study is to analyze the scope and content of vocational training policies, and their practical implications and outcomes for employers and employees at three French-based companies, one in the pharmaceutical sector, the second in the consultancy and information technology sector, and the third in the automobile industry. Design/methodology/approach – The paper is a
TRAINING AND DEVELOPMENT IN AN ERA OF DOWNSIZING.
ABSTRACT: Downsizing as a restructuring strategy has been actively implemented for the last three decades. While employee reductions were utilized mainly in response to crises prior to the mid-1980s, downsizing developed into a fully-fledged managerial strategy for tens of thousands of companies in the mid- to late-1980s. Since then, downsizing has transformed the international corporate landscape and affected the lives of hundreds of millions of individuals around the world. While the overall effects of downsizing have been widely reported, many misconceptions surrounding the concept of downsizing have remained. This conceptual paper focuses on the role of training and development (T&D) during the downsizing process. In particular, the research depicts the current body of literature associated with the function of HR and its plans, programs, and policies that firms adopting downsizing must provide to their surviving workforces. Finally, the paper offers concluding comments regarding effective downsizing practices that have emerged in the literature.

TRAINING AND DEVELOPMENT PROCESS AND ORGANIZATIONAL CULTURE CHANGE.
ABSTRACT: This paper presents a case study that examines the connections between the training and development process and organizational culture change in an information technology (IT) division within a higher education institution in the U.S. Findings suggest that the training and development process within the IT division served as a bridge to organizational culture change, from an old organizational culture ("legacy") to a new organizational culture ("a holistic quilt"). The foundation of the bridge was leadership and management.

TRAINING AND LEARNING -- OUTCOMES, NOT OUTPUTS.
ABSTRACT: Academic business librarians have identified a need on their part to more effectively market to their user groups the range of electronic databases their institutions subscribe to. Another shift is for business information professionals to develop their training skills. The two day Teaching Skills course we run, both in the public programme and onsite, equips staff to do just this, whether they are required to train small or large groups, internal or external clients. Not only business information specialists but all other library and information professionals are training users in how to exploit information services effectively. Often this is done in a formal way--frequently on demand--but often the teaching activity is informal, or even delivered via an e-learning activity that has been written by information professionals.
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TRAINING AND LEARNING IN THE KNOWLEDGE AND SERVICE ECONOMY.
ABSTRACT: Purpose - The purpose of this paper is to consider whether the shift from training to learning is related to employment categories using a categorisation popularised by Robert Reich. Design/methodology/approach - Collation and analysis of existing CIPD research information and assessment of labour statistics. Findings - An examination of the national data on training reveals an uncertain picture. There is a problem surrounding data capture. In short, what is measured is training, particularly off-the-job training. If the definition of learning as a process is accepted, there are both conceptual and practical problems involved in measuring the move to learning in different sectors. Practical implications - The testing of this proposition and analysis of its consequences is of critical
importance. It will affect public policy - what interventions promote learning as opposed to training? It should assist in determining the research agenda. Finally it central to the role of HRD practitioners in organisations: how do they develop and implement strategies for learning as opposed to delivering training? Originality/value - As far as the authors are aware no-one else has explored this topic using this approach. It is a speculative investigation at an early stage but the implications are considerable.

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**TRAINING AND LEARNING STYLES MUST BE IN SYNC FOR SUCCESS.**


ABSTRACT: Describes requirements in restaurant employee training, according to a seminar discussion by human-resources developer John Kidwell during the 1997 National Restaurant Association show in Chicago, Illinois. Need for trainers to know how to balance three training styles; Outline of learning principles that help trainees to learn better.


**TRAINING EVALUATIONS.**


ABSTRACT: This article focuses on a survey about what some organizations are saying about training evaluations and especially response rates. A successful learning analytics program relies on the ability to collect data. In today's learning organization, there are multiple approaches to data collection. Each offers advantages and disadvantages. A critical element that can't be overlooked is response rates. Response rates to surveys in general have a somewhat important impact on an organization's chosen data-collection methods. Organizations selecting online data collection said that response rates were more significant part of their decision.


**TRAINING EVOLUTION.**


ABSTRACT: The article discusses the evolution in the training management programs. It mentions that with the introduction of electronic learning and other advanced technologies the training has revolutionised. It informs about that Learning Management Systems (LMS) helps in planning, delivering and managing learning events within an organisation. It discusses the properties of food LMS and mentions that it will reduce management costs, provides a return-on-investment and improves efficiency.


**TRAINING FOR TRAINERS.**


ABSTRACT: Presents various materials to help trainers in their work. What the training workshop 'Techniques for trainers' analyses; Topics discussed in the workshop `Building a learning organization,'; What the training `Working with competencies' provides its participants; Contact information.

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**TRAINING OR LEARNING?**


ABSTRACT: The article focuses on the importance for trade associations to adapt to technology in serving their members. The author mentions that mobile applications and the iPhone has been a good source of information about anything related to the industrial supply industry. He adds that more people are turning to manufacturers' websites and their electronic newsletters.


**TRAINING STRATEGIES FOR AN AGING WORKFORCE.**


ABSTRACT: Purpose - The purpose of this paper is to explore how organizations might support older workers' learning. Design/methodology/approach - The paper highlights an incoming HR challenge (training older workers), conducts a review of corporate responses in Europe, and then identifies lessons. Examples are drawn from the case study database of the European Foundation for the Improvement of Living and Working Conditions. Findings - The paper identifies four lessons. The first is to adopt a targeted approach, which involves both identifying older employees with key abilities and tailoring training products to their needs. The second lesson is to develop training initiatives that update job-related skills and knowledge. The third is to complement skills update products with programs that expand the knowledge horizon of older employees. The fourth lesson is to integrate training into recruitment initiatives that target experienced job-seekers. Originality/value - Many organisations are developing initiatives to tap into the older worker talent pool. Training is a critical component of strategies that seek to retain or
attract experienced professionals. The paper provides practical advice that will help organizations to design and implement learning programs for older workers.

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**TRAINING TO LEARNING.**
ABSTRACT: Discusses the changing role of the workplace learning and performance professional. View that a shift is taking place from training to learning; Impact of changing business environment; Significance of informal methods of learning; Arguments pertaining to the role of employee trainers; Presentation and description of several case studies that emphasize on the changing role workplace learning.

**TRAINING VS LEARNING.**
ABSTRACT: Presents an article on traveling to Saudi Arabia to conduct merchandising workshops for Al-Rabie Juices. Views on the significance of the climate of the country to its beverage industry; Benefits of providing interactive training to employees; Details of activities conducted during the workshops.

**TRAINING / LEARNING TECHNIQUES.**
ABSTRACT: The article presents abstracts of various articles, related to learning, published in various journals. In the article, "Competence-Based Management Education and the Needs of the Learning organization," author B. MacFarlane and L. Lomas criticizes the competence-based approach to management education as being stifling and one that will develop a conformist culture; casts doubt on whether it is suitable for the development of a learning organization, believing that this system will not develop individuals who will challenge the ways in which organizations plan and operate, but will accept the status quo. "One on One (Executive Coaching)" an article by R. Kooence published in the journal "Training & Development," offers advice to companies on the way to handle valuable senior staff who are not performing up to snuff, or are displaying disruptive, insensitive or inappropriate behavior, and thus putting their careers at risk. The article "Mind Mapping: Some Practical Applications" by C. Hogan, explains the concept of mind mapping as a tool to extend thinking skills and use more of the brain, and traces the development since its conception, giving clear examples of what a mind map might look like; suggests ways of starting and offers some useful ideas for creative mapping, including use of color, shapes and symbols.
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**UNLOCK THE NEXT WAVE OF PRODUCTIVITY.**
ABSTRACT: The article observes that much learning in the workplace takes place outside traditional training programs, and discusses how learning organizations can adapt to that reality. It is noted that companies need to modify their learning strategies to promote collaborations and allow swift access to information. INSET: WHY DON'T LEARNING ORGANIZATIONS EMBRACE INFORMAL?

**THE VIRTUAL CLASSROOM.**
ABSTRACT: Evaluates Web-based training solutions including Allen Communication solution, Asymetrix solution, Docent solution, Macromedia solution, MicroMedium solution and WBT Systems solution. Simplicity of content-creation tools; Flexibility of deployment methods; Strength of course-management capabilities; Breadth of reporting tools; Cost of ownership.

**WAL-MART: REBUILDING LEARNING, ONE BOX AT A TIME.**
ABSTRACT: The article focuses on Wal-Mart Stores Inc. learning organization. According to John DiBenedetto, vice president, talent planning and development at Wal-Mart, their task is to map all of their talent solutions to the transformation from building training programs that are not competency-based to introduce science to learning. He added that the challenge is to continue to deliver business critical training and change the function at the same time.
WHAT DRIVES ENTERPRISE TRAINING? EVIDENCE FROM AUSTRALIA.
ABSTRACT: In Australia, as elsewhere, much research in the field of vocational education and training has focused on the supply side of the training market. Research has been driven by the perceived need to reform the public provision of training to create a more highly skilled national workforce upon which enterprises can draw to improve their competitiveness. Little, however, is known about the demand side. In particular, the processes of training within the enterprise, while often maligned publicly as being low in quantity and quality, have remained relatively unexplored. This paper reports the results from a two-year study of the determinants of training in a range of Australian privatesector enterprises. Forty-two case studies of enterprises from five industry sectors were undertaken and a national survey of 1,760 enterprises. The resulting data set is a unique record of the training arrangements that exist within contemporary Australian enterprises.

WHEN TRAINING BECAME LEARNING-- A CAUTIONARY TALE ABOUT WHAT COULD BE.
ABSTRACT: Describes a management development program aimed to increase staff commitment to tasks by strengthening teamwork. Lessons gained from the training programs; Significance of time and leadership for a successful learning experiences; Definition of teamwork and its operational effectiveness.
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WHY ORGANIZATIONS STILL AREN'T LEARNING.
ABSTRACT: Presents an interview with author and school director Peter Senge on the barriers of organizational learning in the United States. Comparison between technology investment and learning-organization investment; Applications of organizational learning; Ways to detect improvements in a company; Role of systems thinking; Distinction from personal learning. INSET: The big five, by R.Z..
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WORKPLACE LEARNING -- BEYOND THE CLASSROOM.
ABSTRACT: Focuses on the way by which learning environment empowers employees to develop imaginative strategies and innovative practices. Requirement of a learning strategy in an industry that harnesses the knowledge of its employees and is an integral component of the firm's strategic plan; Definition of a learning organization; Differentiation between training and learning; Steps to be taken by managers to ensure the learning of skills by employees.

WORKPLACE TRAINING, WORKPLACE LEARNING: A CASE STUDY.
ABSTRACT: Presents a case study of a workplace training program. Failure of the training curriculum in its instrumental function; Job skills; Analysis of training. Note: TY: CASE.
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PERFORMANCE METRICS AND MEASUREMENT: Citations in this section seek to link (or provide guidance for linking) an organization's learning efforts with improved organizational outcomes. Measurements discussed include audits, benchmarking, surveys, performance indicators and other types of assessment. Recent investigations are exploring ways to measure the impact of organizational learning on outcomes such as financial performance, productivity, waste production, continuous improvement, customer focus, employee behaviors, employee job satisfaction, customer satisfaction and other performance metrics. Note: Several citations in this section relate specifically to the military, construction or other areas addressed in other parts of this bibliography. Because those citations deal with performance metrics, however, they were left in this section.

SURVEY INSTRUMENTS: A number of studies explore the validity of survey instruments developed to assess the degree to which organizational learning is taking place at a company or the extent to which an organization is “ready
to become a learning organization.” These instruments can be used to quantify an organization’s learning characteristics and the extent to which they correspond to those of a learning organization. Much of the empirical research based on these instruments appears concerned with testing construct validity rather than providing performance-based evidence. In many cases the surveys are tested on various specific groups, countries or sectors. Two often-cited survey instruments are:

**DIMENSIONS OF THE LEARNING ORGANIZATION QUESTIONNAIRE (DLOQ).**

CITATION: Developed in the 1990s by Karen E. Watkins and Victoria J. Marsick.

ABSTRACT: All organizations learn. In recent years, some organizations have become more intentional and strategic about the way in which they learn, and how they capture and transform knowledge into organizational improvements. Our original definition captured the concept—but what does it look like when learning becomes an intentional part of the business strategy? We have identified seven action imperatives—activities people need to be involved in—that characterize companies that are becoming learning organizations. The model we created with these imperatives emphasizes three key components: (1) systems-level, continuous learning; (2) this learning then generates and manages knowledge outcomes, and; (3) these outcomes lead to improvement in the organization’s performance and value. Our research has confirmed the links between these three components. This questionnaire will enable you to think about how your organization supports and uses learning at an individual, team, and organizational level so you can start to determine if your business is using learning to improve performance. Keep in mind that your scores represent your own views. Typically, a larger group of people take the DLOQ. Their scores are averaged to create a profile of a division, department, work group or other units in the organization as a basis for improving the way the organization learns and uses its learning to positively impact its results.

ACCESS: [http://www.partnersforlearning.com/instructions.html](http://www.partnersforlearning.com/instructions.html)


**LEARNING ORGANIZATION SURVEY (OLP).**


DESCRIPTION: The first assessment approach is an Organizational learning Profile (OLP) survey that assesses to what degree organizational learning is taking place. This approach measures four factors that describe important elements of learning in an organization: a) information-sharing patterns, b) inquiry climate, c) learning practices, and d) achievement mindset. Information-sharing patterns include the ways and the extent to which organizational members share information. Inquiry climate includes the ways and extent to which organization members inquire, challenge, and experiment to improve organizational functioning. The learning practices factor focuses on the kinds of activities in which organizational members engage to learn. Finally, the achievement mindset factor has to do with the perspective that organizational members have regarding their desire to achieve in the organization. The OLP consists of 34 items that cluster around these four factors. The survey asks respondents to indicate the extent to which they agree or disagree with the 34 assertive statements, using a six-point scale. The focus of the OLP is the learning process and, in particular, how well respondents perceive that the learning elements are implemented.

NOTE FOR SURVEY TAKERS: The survey is meant only for your personal benefit, and your answers will not be used or reviewed by anyone other than yourself. We hope the survey results will provide a starting point to help you assess how well your organization meets the criteria for being a learning organization, especially in comparison to the benchmarks we have established in previous research. The output you receive will show your own scores on every learning building block as well as the corresponding benchmark scores; the benchmark medians and quartiles you will see after completing this survey are reproduced from the HBR article. Please note that because your results will be based solely on your own perceptions of your organization’s learning environment, processes, and leadership, they may differ from the results of other employees within the organization.

ACCESS: [https://hbs.qualtrics.com/SE/?SID=SV_b7rYZGRxuMEyHRz](https://hbs.qualtrics.com/SE/?SID=SV_b7rYZGRxuMEyHRz)

**CITATIONS:** The following citations are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context. This is intended to be a representative list of citations, as opposed to a comprehensive list of citations. (Return to Contents...)

**ALIGNING LEARNING WITH CORPORATE OBJECTIVES.**


ABSTRACT: Highlights on the role of the learning organization in achieving the corporate objectives. Importance of training and high-quality assessments; Alignment of training with strategic goals of the company; Success of the Chief Learning Officers in various organizations.

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AN ANALYSIS AND SYNTHESIS OF DLOQ-BASED LEARNING ORGANIZATION RESEARCH.
ABSTRACT: The article presents a study which analyzes the use of the Dimensions of the Learning organization Questionnaire (DLOQ) in organizational research. The study conducts review of comprehensive studies on DLOQ and its use in multiple disciplines as a primary research tool such as human resource development (HRD)-related disciplines. Results show that DLOQ is increasingly used across all disciplines.
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AUDITING IN THE KNOWLEDGE ERA.
ABSTRACT: Focuses on the learning organization model of the knowledge-based work of internal auditing. Disciplines of the model as outlined in the book `The Fifth Discipline,' by Peter Senge; Audit implications; Opportunities for internal auditors.

BENCHMARKING FOR BEST PRACTICE CONTINUOUS LEARNING THROUGH SUSTAINABLE INNOVATION.
ABSTRACT: Benchmarking for Best Practice uses up-to-the-minute case-studies of individual companies and industry-wide quality schemes to show how and why implementation has succeeded. For any practitioner wanting to establish best practice in a wide variety of business areas, this book makes essential reading. It is also an ideal textbook on the applications of TQM since it describes concepts, covers definitions and illustrates the applications with first-hand examples. Professor Mohamed Zairi is an international expert and leading figure in the field of benchmarking. His pioneering work in this area led to the implementation of sixty comprehensive benchmarking projects in companies worldwide. He has written several books on this subject including 'Practical Benchmarking' in 1992. Presents an integrated, strategic appraisal of how benchmarking impacts on organizational activities and performance. Presents examples of best practice in a wide range of industries all over the world - including service, manufacturing, public sector, health care and education Includes up-to-the-minute examples including Rank Xerox and ICL (now D2D), both winners of the EQA (European Quality Award).; Driving businesses with quality in the 1990s; Achieving a competitive advantage through TQM; Critical factors for effective TQM implementation: a benchmarking approach; Benchmarking quality systems: the role of auditing; Benchmarking innovation management for best practice; Benchmarking customer satisfaction for best practice; Benchmarking supplier partnerships for best practice; Benchmarking TQM in health care for best practice; Benchmarking quality in financial services through the EQA self-assessment model; Benchmarking performance measurement for best practice; Benchmarking processes for best practice; Benchmarking external corporate quality reporting for best practice.
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BENCHMARKING THE LEAN ENTERPRISE: ORGANIZATIONAL LEARNING AT WORK.
ABSTRACT: Following the success of the Toyota Production System in the world of automotive manufacturing, the new business philosophy of the lean enterprise is gaining ground in that industry and in many others, among them construction; it appears to be positioned well to replace nearly a century of conventional or mass production practices. This study investigates the use of benchmarking in transforming a conventional organization into a lean enterprise. In this transformation, the management of knowledge and the practice of continuous learning and improvement figure prominently. From the perspective of benchmarking as a learning tool designed to reduce uncertainty in the organizational environment by reference to peer experience, the study distinguishes various forms of benchmarking and then addresses issues in knowledge management, information seeking and use, the diffusion of innovations, resistance to change, benchmarking strategies and practices, and benchmarking teams and protocols, concluding with a critique of its limitations.

BENCHMARKING: A TOOL FOR FACILITATING ORGANIZATIONAL LEARNING?
ABSTRACT: This article looks at benchmarking as a tool for promoting performance improvement and the 'learning organization' ideal. Specifically, it considers some of the ways the European Foundation for Quality Management Excellence Model and self-assessment approach are being applied within the UK public service. Further, the article introduces 'Dolphin', a new self-assessment tool based on the Excellence Model, and describes how the tool can be applied in practice. Finally, whether benchmarking can aid organizational improvement, organizational learning and establish the basis for a 'learning culture' is discussed.
BUILDING A COMPETITIVE PUBLIC SECTOR WITH KNOWLEDGE MANAGEMENT STRATEGY.
ABSTRACT: This book explores different practices and theories of knowledge management that will lead to an efficient way of sustaining knowledge in order to improve organizational learning and enhance company performance.
CONTENTS: Knowledge manageability: a new paradigm -- Government as a partner in knowledge management: lessons from the US Freedom of Information Act -- Building a supportive culture for sustained organisational learning in public sectors -- Decision-making processes based on knowledge gained from spatial data -- Best value and performance management inspired change within UK councils: a knowledge management perspective -- Assessing knowledge management systems usage in supporting decision making processes in organizations -- Drivers, benefits and challenges of knowledge management in electronic government: preliminary examination -- Knowledge management initiatives in Indian public sector -- The four levers for change in knowledge management implementation -- Organisational readiness for knowledge management: Bahrain public sector case study -- Enabling factors for knowledge sharing among employees in the workplace -- Lessons from the private sector: a framework to be adopted in the public sector -- Knowledge management in public construction project initiation -- Project story capturing system: the use of storytelling to capture tacit knowledge in government projects -- Employing individuals' social capital to create value in the public sector organisations -- Developing organizational renewal capability in the municipal (city) organization -- Assessing knowledge management processes and competitive advantage in local authorities using knowledge management assessment instrument (KMAI) -- Communities of practice in the Catalan public administration: promoting their improvement -- Towards a competitive knowledge management strategy approach in the university setting: the case of Ca Foscari University of Venice -- Semiotic analysis of the conceptual outlay of knowledge management: lessons from South African case.
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COACHES' COACH COMPETENCE AND INFLUENCE ON ORGANIZATIONAL LEARNING.
ABSTRACT: One purpose of the present study was to investigate the relationship between athletes' perceptions of their coaches' coaching competencies and its relation to organisational learning. Coach competencies were measured by a 15-item coach competence scale (CCS), which captures important coach capabilities at five dimensions in terms of different competencies which coaches must possess in their roles as coaches. Learning organisation was measured by a modified version of the learning organization questionnaire (DLOQ). The dimensions of the DLOQ were designed to measure the learning culture in organizations. Participants in this study were 269 junior athletes from sports participating in a questionnaire measuring their thoughts and feelings relevant for their participation within their sport.

COMPARING EMPLOYEES AND MANAGERS’ PERCEPTIONS OF ORGANIZATIONAL LEARNING, HEALTH, AND WORK PERFORMANCE.
ABSTRACT: The article presents a study which compares the perceptions of employees and managers in an industrial company in Sweden concerning organizational learning, work performance, and health. It mentions that the responses to the Dimensions of the Learning organization Questionnaire (DLOQ) and the ratings of employee health and performance were evaluated. It shows that perceptions of first-line managers on organizational learning and subordinates' ratings does not match.
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COMPLETE TRAINING EVALUATION: THE COMPREHENSIVE GUIDE TO MEASURING RETURN ON INVESTMENT.
ABSTRACT: While substantial advances have been made in the L&D profession over the last decade, evaluation remains by far the weakest part of the L&D cycle. Most organizations wish to evaluate the impact of their investment in training, but few do it well and the lack of effective methods is one of the key barriers. Complete Training Evaluation addresses these issues by providing practitioner friendly but academically robust information and guidance on how to evaluate all forms of learning and development. It draws on the author's own multidisciplinary research along with his practical experience of working with private and public sector organizations carrying out evaluation. The book provides practitioners with accessible “how-to” knowledge and tools to undertake evaluations of both formal and informal learning. Full of case studies and practical examples of application of methods and insights, Complete Training Evaluation equips practitioners with a range of approaches that can be
used depending on the training program, capacity and capability.

CONTENTS: PART ONE: THE STATE OF TRAINING EVALUATION. Introduction, Summary of contents, A quick word about whom this book is for and how to use it, The power of training evaluation, What is the point of training evaluation?, Why training evaluation matters, Mind the gap – why training evaluation is not working, Getting it right – complete evaluation, Conclusion, The workplace, learning and performance, Introduction, All change, Does training work?, Complete evaluation, A model of workplace learning, Conclusion, Where are we now?, Where do you start?, Kirkpatrick, How to use evaluation approaches, Future trends, Conclusions. PART TWO: GETTING READY, Barriers to evaluation and how to overcome them, Introduction, Overcoming barriers, Conclusion, Planning an evaluation, The evaluation process, Ethics, Conclusion, Surveys, peer review evaluation, observation and other ways to evaluate, Introduction, Questionnaires, Using course data, Diaries and learning logs, Peer evaluation, Observation, Conclusion, Stakeholder evaluation, The importance of stakeholders, The most difficult evaluation ever, Who are stakeholders?, Gathering stakeholders’ views, Conclusion: The benefits of a stakeholder approach. PART THREE EVALUATION, Meaningful reaction measures: Moving beyond happy sheets, The perfect evaluation, The point of training -- affective and utility reactions, Meaningful reaction questions, Conclusion, Rating scales: Measuring the effectiveness of training, Introduction: Arrows, balloons and waterfalls, Rating scales, Willingness to pay, Using images for evaluation, Conclusion, 'Can do, will do' -- the importance of self-efficacy, The most important thing you need to know about training, Why is self-efficacy important?, Self-efficacy and evaluation, Conclusion, Training transfer and retention: Making training stick, As easy as riding a bike, Evaluating training transfer, More about transfer, Conclusion, 'What difference did the training make to You?', The importance of words, Interviews 159(2) Organizing and running an interview, E-mail evaluation interviews, Focus groups, Analysing qualitative data, Conclusion, Evaluating e-learning, Introduction: The challenge of e-learning, Evaluating e-learning readiness -- employees and the organization, Evaluating the e-learning experience, How do you know that people have learnt?, Measuring the impact of e-learning through e-evaluation, Conclusion, Evaluating learning outcomes, Introduction: Acquiring knowledge, skills and attitudes, Different learning, different outcomes, different measures, Assessing whether staff have assimilated new attitudes, values or behaviours, Conclusion, Evaluating informal learning, You learn all the time 195(3) Expansive and restrictive learning organizations, Auditing learning cultures, Conclusion, Costs, How much?, 'Fair and feasible': Costing training, What to cost, Presenting costs, Conclusion, PART FOUR BRINGING IT TOGETHER, Presenting evaluation results, Introduction: Developing a communications and reporting strategy, Features of an effective communications and reporting strategy, Written reports, Metrics, Publishing articles, Conclusion, Complete evaluation checklist, Checklist questions, Conclusion, Bringing it all together, Introduction, Background, Afterwards, Conclusion, Boosting performance through complete evaluation, Annex, References, Index.

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THE CONSTRUCT OF THE LEARNING ORGANIZATION: DIMENSIONS, MEASUREMENT, AND VALIDATION.
ABSTRACT: This research describes efforts to develop and validate a multidimensional measure of the learning organization. An instrument was developed based on a critical review of both the conceptualization and practice of this construct. Supporting validity evidence for the instrument was obtained from several sources, including best model-data fit among alternative measurement models, nomological network among dimensions of the learning organization, and organizational performance outcomes. Acceptable reliability estimates were obtained for the seven proposed dimensions. Consequently, the instrument, Dimensions of the Learning organization Questionnaire, was recommended for use in organizational studies.

DEVELOPING A CULTURE OF LEARNING IN A CHANGING INDUSTRIAL CLIMATE: AN AUSTRALIAN CASE STUDY.
ABSTRACT: Discusses a study which suggests that even without a systematic approach, some of the features of a learning organization can develop through efforts at the individual and the systemic levels. Methodology; Participants of the study; Use of the Dimensions of the Learning organization Questionnaire.
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THE DIMENSIONS OF A LEARNING ORGANIZATION QUESTIONNAIRE (DLOQ): INTRODUCTION TO THE SPECIAL ISSUE EXAMINING DLOQ USE OVER A DECADE.
ABSTRACT: An introduction is presented in which the editor discusses various reports within the issue on topics including the Dimensions of Learning organization Questionnaire (DLOQ) model, importance of organizational learning culture, and an overview of the journal "Advances in Developing Human Resources".
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**The Dimensions of Learning Organization Questionnaire (DLOQ): A Validation Study in a Korean Context.**


ABSTRACT: The purpose of this study is to assess the validity and reliability of the measurement scores of the learning organization culture, the Dimensions of Learning organization Questionnaire (DLOQ), in a Korean context. A total of 1,529 cases from 11 firms in two major Korean conglomerates were analyzed. Rigorous translation procedures, including both forward and backward processes, have been applied to ensure the relevance of this instrumentation in different cultural contexts. As the results of confirmatory factor analysis, simple item–internal consistency estimates, and item intercorrelation analysis show, the Korean version of the DLOQ has produced reliable measurement scores with a construct validity adequate to measure the learning organization culture in the Korean context.


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**The Dimensions of Learning Organization Questionnaire (DLOQ): A Cross-Cultural Validation in an Iranian Context.**


ABSTRACT: Purpose – The purpose of this research is to assess the validity and reliability of the measurement scores related to the learning organization culture, the Dimensions of Learning organization Questionnaire (DLOQ), in an Iranian context. This research can contribute to the growing literature of learning in organizations. Design/methodology/approach – The data were collected through distributing questionnaires to 54 service firms and manufacturing companies in ten major cities of Iran during the third quarter of 2010. Rigorous translation procedures, including both forward and backward processes, have been used to guarantee the relevance of this instrumentation in different cultural contexts. Confirmatory factor analysis, simple item–internal consistency estimates, and item inter-correlation analysis were performed to test the validity of DLOQ. Research limitations/implications – There are five positional limitations. First, this study relies on self-report and different perceptions of questions can bring about percept-percept bias. Second, the nature of this research is cross-sectional which may cause causality among variables. Third, the various organizational levels in the questionnaire can render some misinterpretations while answering the questions. Furthermore, the length of the original questionnaire (43 questions) could cause lack of concentration and boredom, which in turn, can impact the results. Last, two constructs related to performance (knowledge and financial performance) in the questionnaire were omitted. Originality/value – This study confirms, according to some statistical results, that the Iranian version of DLOQ has produced reliable measurement scores with the construct validity sufficient to measure the learning organization culture in the Iranian context.

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**The Dimensions of the Learning Organization Questionnaire (The DLOQ): A Nontechnical Manual.**


ABSTRACT: The article presents a study which demonstrates the development of Dimensions of the Learning organization Questionnaire (DLOQ) from a solid base in theory and research. It says that DLOQ was developed to establish validity and reliability used in many organizational studies and research projects. It states that the study aims to deliver more knowledge on learning organization.

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**The Effects of Scenario Planning on Participant Perceptions of Learning Organization Characteristics.**


ABSTRACT: Scenario planning is often used by organizations to think about future uncertainties. However, what it does in terms of changing perceptions is difficult to assess and quantify. To address this need, this article builds on previous studies documenting the effectiveness of scenario planning. Specifically, this article contributes to the data on perceptions of learning organization characteristics. This study compiles quantitative data gathered from 133 individuals working in 10 United States companies who participated in scenario planning. The Dimensions of the Learning organization Questionnaire (DLOQ) instrument was used in a pre- and post-test research design. Descriptive statistics of the data, output and analysis were analyzed using t-test. Results show a positive relationship between scenario planning and improved perceptions of learning organization characteristics. Interpretation of the results suggests that scenario planning can change participants’ views of their organizations' adaptive learning characteristics.

FINDING THE INTERSECTION OF THE LEARNING ORGANIZATION AND LEARNING TRANSFER.
ABSTRACT: This article aims to develop a conceptual framework delineating the key dimension of the learning organization which significantly influences learning transfer. Design/methodology/approach - The conceptual framework was developed by analyzing previous studies and synthesizing the results associated with the following four relationships: the learning organization and learning transfer; the learning organization and organizational performance; the Learning Transfer System Inventory (LTSI) and learning transfer; and the Dimensions of Learning organization Questionnaire (DLOQ) and the LTSI. Findings - This paper developed the learning transfer framework of the learning organization, which emphasizes the significance of leadership for learning on facilitating learning transfer in the learning organization. Research limitations/impllications - First, empirical-analytical research needs to be accumulated to verify the conceptual framework developed in the present paper. Second, instruments to measure the learning organization need to incorporate the learning transfer concept. Last, organizations need to focus on leadership for learning to increase learning transfer if the organization does not have enough resources to develop all dimensions of the learning organization. Originality/value - This article contributes to the literature by producing a conceptual framework that isolates leadership for learning as a key dimension of the learning organization that specifically influences learning transfer. The pivotal dimension of leadership for learning was extracted through investigating the numerous empirical-analytical studies.
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THE FIVE CS OF INTELLUCTUAL CAPITAL: TWO ADDITIONAL DIMENSIONS OF ASSESSMENT.
ABSTRACT: Ulrich defines intellectual capital as Competence times Commitment. The model was later extended to include Control as a key ingredient to measure and leverage intellectual capital. This research expands on this model to include two additional dimensions, creativity and culture. It explores the relationship between intellectual capital and these five critical variables: Competence, Commitment, Control, Creativity, and Culture. These variables, and the inter-relationships between them, can help firms to define and describe their intellectual capital assets. By systematically measuring these five factors, service organizations can identify their strengths and weaknesses in capitalizing their intellectual prowess and resources. In addition, looking at intellectual capital through this lens can help organizations determine where they should invest in their human capital. It can form the basis of developing training programs for employees and lay the foundation for becoming a true learning organization. The purpose of this paper is to expound on the two additional dimensions and outline the benefits of assessing IC within the five dimensions as a means to gain a deeper understanding of the competitive positioning of an organization within its industry. This paper is organized as follows: identify the common theme that emerges from the many definitions of IC, explain the multiple challenges in assessing organization IC.

HARDWIRING THE LEARNING ORGANIZATION.
ABSTRACT: Presents a step-by-step guide to conducting an assessment to determine whether a company has the characteristics of a learning organization. Identifying purpose and use; Selecting tools and methods; Administering and exploring results; Developing a learning organization strategy; Planning learning organization initiatives; Implementing the initiatives. INSET: Overcoming hurdles..

LEARNING ORGANIZATION IN MAINLAND CHINA: EMPIRICAL RESEARCH ON ITS APPLICATION TO CHINESE STATE-OWNED ENTERPRISES.
ABSTRACT: This paper examines the applicability of the learning organization concept and its measurement in a Chinese context. Based on the theoretical framework proposed by Watkins and Marsick (1993, 1996, 1997), this paper identifies the differences in seven of the Dimensions of Learning organization Questionnaire (DLOQ) between traditional state-owned enterprises (SOEs) versus independent listed companies and companies in service versus manufacturing industries in China. Results indicate that the Chinese version of the DLOQ demonstrated acceptable psychometric properties. Service companies exhibit better learning practices than manufacturing companies; however, the independently listed companies failed to show better learning practices than their unlisted counterparts. Implications for practice and future research are discussed.
THE LEARNING ORGANIZATION: TRACKING PROGRESS IN A DEVELOPING COUNTRY: A COMPARATIVE ANALYSIS USING THE DLOQ.
ABSTRACT: The article presents a comparative analysis of measurement instruments of learning organization in a developing country. It mentions that tools were adopted by organizations which were suited in gauging progress in two sectors of Lebanese economy such as information technology (IT) and banking. The analysis employs the Dimensions of the Learning organization Questionnaire (DLOQ) to measure the progress. It suggests the integration of best practices among learning organization in both sectors. It adds that the sectors' strengths potentially lie in individual and global level dimensions. Meanwhile, it notes that their weaknesses depend on share learning systems and people empowerment at the organizational level.
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THE LEARNING ORGANIZATION: VARIATIONS AT DIFFERENT ORGANIZATIONAL LEVELS.
ABSTRACT: Purpose – The purpose of this paper is to examine the perceptions of managers, supervisors, and employees from different organizations relative to the seven dimensions of a learning organization (LO), and the two dimensions of knowledge and financial performance. Design/methodology/approach – The perceptions of 143 organizational members from different levels of four organizations were measured and compared using the Dimensions of a Learning organization Questionnaire (DLOQ). Findings – ANOVA results indicated significant effects for level and organization for the LO dimensions and the two performance dimensions. The results indicated significant differences across levels for two of the learning dimensions (empowerment and system connections), and across organizations for six of the learning dimensions (empowerment and system connections), and managers higher than employees on knowledge performance. The results also showed variations in the performance dimensions across organizations. Research limitations/implications – The results indicated variations across levels and across organizations that may hinder progress toward a learning organization and performance improvements. Practical implications include the need for more communication and participation across all levels of the organization, improved access to and sharing of information at lower levels, and empowering employees to use information for decision making. Originality/value – The paper addresses the paucity of research on the perceptions of disparate groups relevant to the learning organization and organizational performance. It identifies an important area of research by identifying a potential road-block for organizations attempting to adopt a learning organization culture.
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LEARNING ORGANIZATIONAL CULTURE AND FIRM PERFORMANCE: THE MEDIATING EFFECTS OF KNOWLEDGE CREATION IN KOREAN FIRMS.
ABSTRACT: The aim of the current research is to examine the relationships between learning culture and performance along with the mediating interaction of knowledge creation. Data for this study were collected from five Korean firms through use of in-house intranet self-response surveys. Responses from 633 manager-level employees were used to identify the relationships among four variables: cultural aspects of the learning organization, four modes of knowledge creation practices, perceived level of knowledge gaining, and perceived level of financial performance. All constructs previously have been identified as related concepts in certain ways; however, no specific and empirically verified structural complex model exists. In this research, first, the influential and causal relations among the variables were examined, and second, a model comparison was conducted between the initially proposed and alternatively proposed structural models. Structural equation modeling and canonical correlation analysis were used for the analyses. The results suggest that the input-related concept of learning culture is not directly related to outcome-related organizational financial improvement but rather has mediating effects through the process-related concept of knowledge creation. Suggestions for future research and implications for human resource development and performance-oriented management are discussed.
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LEARNING WHILE DOING IN THE HUMAN SERVICES: BECOMING A LEARNING ORGANIZATION THROUGH ORGANIZATIONAL CHANGE.
ABSTRACT: Making mistakes during organizational change is surprisingly easy despite extensive “lesson learning” in the professional change management literature. Human services leaders overseeing organizational changes such as integrating a new model or evidence-based practice must prepare to monitor and adjust their course. The “learning while doing” approach relies on data and on adjusting the implementation plan and the underlying ways of doing business. This article describes one agency’s successful large-scale administrative, program, and practice change that resulted in better outcomes, stronger infrastructure as a learning organization, and a set of lessons with
THE LINK BETWEEN SELF-MANAGED WORK TEAMS AND LEARNING ORGANISATIONS USING PERFORMANCE INDICATORS.

ABSTRACT: Both the learning organization literature and the self-managed work team literature have alluded to the potential links between teamwork and learning. However, as yet the link between these two concepts remains undeveloped. This study uses a survey of a random sample of 200 Australian organizations to empirically examine the relationships between self-managed work teams and the learning organization using performance indicators as a medium. It was found that the learning organization concept displays a moderate to strong link with three measures of performance used in this study: knowledge performance, financial performance and customer satisfaction. Although the self-managed work team concept did not display any significant relationship with performance, the qualitative component of the survey did emphasize that there is a common belief that self-managed teams can increase performance in the right setting. While an insignificant relationship between self-managed teams and the learning organization was also found, this study suggests some methodological concerns for future research into the relationship between self-managed teams and the learning organization.

LOGISTICS MANAGERS’ LEARNING ENVIRONMENTS AND FIRM PERFORMANCE.

ABSTRACT: CLM Publications, 2805 Butterfield Road, Oak Brook, IL, 60521-1156, United States; Previous research has suggested that a firm can improve its performance by developing the learning skills and harnessing the knowledge of its employees. This learning organization concept offers a theoretical rationale for promoting learning environments to better leverage employees' knowledge, skills and abilities. However, relatively little is known about firms’ learning and development strategies for logistics managers. This paper reports on a study to assess firms’ learning environments from the perspective of the logistics managers and to gauge the impact of learning behavior on business operations. Logistics managers from U.S.-based manufacturers were surveyed on the extent to which their firms practice behaviors characteristic of a learning organization, the extent to which logistics managers encounter environments that are conducive to work-related learning and their perceptions of firm performance. Findings suggest that the firms in the sample are only moderately successful at providing work environments that facilitate logistic managers' work-related learning. Results also find that individual level learning behavior was most strongly associated with customer service-related performance indicators. Promoting behavioral characteristics of the learning organization in conjunction with traditional operations planning may prove to be a balanced and effective approach to strategic logistics management. However, this may require a fundamental shift in the way logistics organizations are managed with respect to the education, training and development of personnel.

MAKING THE BUSINESS CASE FOR THE LEARNING ORGANIZATION CONCEPT.

ABSTRACT: Presents a study which assessed the relationship between the learning organization concept and firms’ financial performance using secondary financial data drawn from the COMPUSTAT Database and the Stern Stewart Performance 1000 financial databases. Research context; Research design and implementation; Data analysis and findings; Discussion and recommendations.

MEASURING SYSTEMATIC UNITY IN A LEARNING ORGANIZATION.

ABSTRACT: Presents information an approach which measured the systematic unity in a learning organization using the Kentrel model. Discussion on unity and completeness; Principles that comprised the Kentrel model; Example of how the principles manifest in a structural design application; Example of a measurement instrument designed through the Kentrel model.

MEASURING THE LEARNING ORGANIZATION CULTURE, ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION IN THE LEBANESE BANKING SECTOR.

ABSTRACT: The growing interest developed around the learning organization concept and its impact on work-related outcomes in the West has not been matched yet in other parts of the world. The purpose of this quantitative study
was to identify the relationships among the learning organization culture, employee job satisfaction and organizational commitment in the Lebanese banking sector. Results showed positive and significant correlations among the different variables but no interaction effect of the Lebanese social patterns.

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**A META-ANALYSIS OF THE DIMENSIONS OF A LEARNING ORGANIZATION QUESTIONNAIRE: LOOKING ACROSS CULTURES, RANKS, AND INDUSTRIES.**


**ABSTRACT:** The article presents a study which measures the perception of organization members on various learning culture dimensions. The study uses Dimensions of a Learning organization Questionnaire (DLOQ) questionnaire in which it measures the member's perception on seven dimensions of learning culture including dialogue and inquiry, continuous learning and strategic leadership. It states that employees at different positions in their organizations were chosen as the respondents of the study.

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**A NEW MODE OF LEARNING ORGANIZATION.**


**ABSTRACT:** Purpose – This is a case study paper. A major research goal of this study is to extend the existing theories of learning organization put forth in the 4I model by adding more complicated ideas to it. One minor goal of this research is to show that the first stage of organizational learning, "intuiting", is the hardest to implement when starting a learning organization. Particular attention should be paid to this step, and with the addition of adult learning theory, the possibility of facing a negative situation should be reduced. A second less important goal is to explain how to assess organizational learning, and how the flow of single- and double-loop learning takes place within a learning organization. Design/methodology/approach – This study adopted a combination of qualitative and quantitative survey methods to study the effectiveness of the new mode of transformational activity practiced in Firm A. Findings – Statistical evidence showed that the practice was successful. It solved the issue that expertise and top managers mostly protest against learning. Originality/value – This paper brings a new and more adaptive perspective for building a learning organization upon existing organizational learning theories. Through this case study, the integration and transformation from tacit knowledge to explicit knowledge, intuition to institution (the 4i model), and individual level to organizational level are illustrated. The practices of single-loop and double-loop learning are also well depicted by this study.

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**ORGANIZATIONAL LEARNING FOR EVIDENCE-BASED PRACTICE: A 'PAKT' FOR SUCCESS.**


**ABSTRACT:** This article presents a participatory action knowledge translation (PAKT) framework for creating a learning organization to implement and sustain evidence-based practice in health services. Developed and piloted in the home care sector in Ontario, Canada, the PAKT framework inextricably intertwines organizational, team and individual effort in a never-ending cyclical process of refining evidence-based practice, overcoming fragmented, hierarchical bureaucratic functioning by evolving as a learning organization. The process reflects Giddens' (1982, 1984, 1991) structuration theory. Participants combine bottom-up pull in decision-making, organizational leader push toward evidence-based practice and social interaction to create knowledge that integrates research evidence with tacit understanding and experience, thereby refining evidence-based practice. The PAKT approach makes organizational commitment to knowledge translation visible, undoes bureaucratized hierarchical relationships, fragmented work effort and entrenched work patterns, and creates an opportunity for all involved to question the status quo and move toward more evidence-based practice. Managers are positioned to influence the accommodation of externally imposed policies and system trends, as well as internal cultural and structural attributes, resource considerations, policies and priorities. The costs of knowledge translation are accounted as a 'need to have' part of service delivery, rather than 'added-on' staff education. The approach, however, requires time, effort and belief in service providers' ability and willingness to integrate their experiential and tacit knowledge and judgement with research evidence.

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**PARTICIPANT'S GUIDE FOR INTERPRETING RESULTS OF THE DIMENSIONS OF THE LEARNING ORGANIZATION QUESTIONNAIRE.**


**ABSTRACT:** Presents a Participant’s Guide that helps organizations understand and make use of their Dimensions of the Learning organization Questionnaire results. Discussion on the individual level of the learning organization; Team or group level of the learning organization; Organization level of the learning organization.

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ABSTRACT: The purpose of this paper is to assess the level of organizational learning and organizational commitment in a private bank in North Cyprus. The population of this empirical study was expected to be around 140 respondents who are workers of a medium-size private bank. The questionnaire used was a learning organization Questionnaire, (DLOQ) which is developed by Watkins and Marsick (1993) and "Organizational Commitment Questionnaire (OCQ)" developed by Meyer, Allen and Smith (1993). Also includes questions regarding demographic information of respondents. The result of the study showed that organizational commitment level in the organization is moderate and the employees can not be precisely grouped according to the types of demographic information of respondents. The correlation analysis showed that there is a positive relationship between organizational commitment and organizational learning in this case.

THE ROLE OF COMMUNICATION IN CREATING AND MAINTAINING A LEARNING ORGANIZATION: PRECONDITIONS, INDICATORS, AND DISCIPLINES.

ABSTRACT: The aim of this paper is to further clarify a conceptual understanding of pedagogic challenges in the learning organization and to propose a model for pedagogic interventions to facilitate organizational learning and managing tacit knowledge. Design/methodology/approach – The "organization pedagogic" approach includes analysis of, and interventions in, learning processes in local school organizations' quality development. The empirical study focuses particularly on identified contradictions and challenges regarding organizational learning. Through a multi-case study design, 39 in-depth interviews with head teachers and teachers were carried out. A qualitative thematic analysis was conducted. Findings – Observed obstacles regarding collective learning processes in the local school organizations mirrored underlying contradictions. These contradictions manifest as dilemmas concerning inconsistent and implicit quality analyses and assessments, as conflicting views regarding collaboration and interpretations of teacher's role and as paradoxical views on managing processes regarding quality work. Originality/value – A conclusion is that dilemmas and paradoxes, more than conflicting views, are difficult to conceptualize and make explicit to create shared knowledge. This means that contradictions remain as underlying tensions in the organization and decrease the potential of both team learning and organizational learning. Therefore, a pedagogic intervention loop model is suggested, aiming at facilitating ongoing collective learning processes and managing tacit knowledge.

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QUANTITATIVE ASSESSMENT OF A SENGE LEARNING ORGANIZATION INTERVENTION.

ABSTRACT: Purpose ? To quantitatively assess a Senge learning organization (LO) intervention to determine if it would result in improved employee satisfaction. Design/methodology/approach ? A Senge LO intervention in Division 123 of Company ABC was undertaken in 2000. Three employee surveys using likert-scale questions over five years and correlation analysis were used to compare the impacts in the division, and with the company. Findings ? Employees in Division 123 accepted Senge's concepts more and had improved employee job satisfaction over those five years demonstrated by statistically significant gain scores and positive correlation results. However, the division's gain scores were not statistically better than the bank, and correlation analysis did not show a positive relationship between the intervention and job satisfaction compared to no intervention. Research limitations/implications ? This research was limited by the survey questions used by the bank, by the difficult conditions in Division 123, and by the implementation approach. Additional research is needed to quantitatively assess another organization undergoing a Senge LO intervention. Practical implications ? Aspects of a Senge LO intervention such as team learning, systems thinking, and shared vision were valuable as part of a change effort in an organization. Senge's disciplines appeared insufficient as a total change methodology. Originality/value ? This research meets the need for comprehensive empirical testing of Senge's disciplines which has been lacking here-to-fore. It also helps leaders better understand, from a leader's perspective, the tools to use in creating a learning organization.

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RELATION BETWEEN ORGANIZATIONAL LEARNING AND ORGANIZATIONAL COMMITMENT: CASE STUDY OF A PRIVATE BANK IN NORTH CYPRUS.

ABSTRACT: The aim of this paper is to assess the level of perceived organizational learning (being a learning organization) and organizational commitment and to state whether there is a statistically meaningful relationship between these two concepts within the case. The research questions for this case study are as follows: Q1: What is the level of perceived organizational learning and organizational commitment? Q2: Is there a relationship between organizational learning and organizational commitment? The findings about organizational learning showed that employees perceive their organization as a learning organization. Finally, the correlation analysis showed that there is a positive relationship between organizational commitment and organizational learning in this case.

ABSTRACT: This conceptual paper discusses the role communication plays in creating and maintaining teaming organizations. A continuum ranging from Rational Choice Theory to Social Exchange Theory is proposed for relationship interactions. These relation-based interactions are effective for organizations exposed to conditions of instability and complexity. Attention is given to the communication embedded in the preconditions necessary for developing learning organizations (trust, commitment, perceived organizational support), in the indicators needed for preparing for this state (organization-employee relationship, valuing the employee, employee empowerment, and employee ownership and acceptance of responsibility) and in what Senge refers to as the five disciplines of learning organizations (systems thinking, personal mastery, mental models, building a shared vision, and team learning). An organizational case study using communication and relationships to create and maintain a learning organization is presented. Implications and conclusions are discussed.

STUDY ON THE RELATIONS AMONG THE CUSTOMER KNOWLEDGE MANAGEMENT, LEARNING ORGANIZATION, AND ORGANIZATIONAL PERFORMANCE.
ABSTRACT: This article reports the results of a study of customer knowledge management (CKM) of Taiwanese service businesses in China. Over 600 questionnaires were sent out to the Taiwanese directors and staff in 150 Taiwanese service businesses in Kun-Shan City, China, with 322 valid responses included in the study. Four relationships were examined in the study: the correlation between CKM and organizational performance, between CKM and the learning organization, between organizational performance and the learning organization, and finally the effect of the learning organization on the relationship between CKM and organizational performance. Findings and conclusions are discussed.

TOP LEARNING ORGANIZATIONS FOCUS ON PERFORMANCE.
ABSTRACT: Discusses the focus of the various learning organizations in the U.S. Claim by Ernst & Young Chief Learning Officer Harold Miller of adding value to the organization by promoting the drivers of performance and providing suitable learning interventions; Plan of Tom Evans of PricewaterhouseCoopers to link the education resources to the business strategy core grounded on the principles of people, quality and profitable growth; Strategy of Nancy Lewis of On-Demand Learning at IBM to understand and manage the emotional and social aspects of the use of electronic-learning.

TOWARDS BETTER QUALITATIVE PERFORMANCE MEASUREMENT IN ORGANIZATIONS.
ABSTRACT: In a rapidly changing business environment, the need to constantly adapt is deemed essential to maintain competitive advantage. This requires an optimum balance of quantitative and qualitative measures to monitor progress and performance. This paper provides a framework of thought process that will guide practitioners in developing better qualitative measures and seeks to answer three essential questions: thought process 1 - what is the nature of reality? Provides the answer to the question, can the phenomenon be realistically measured? Thought process 2 - what are the processes used for constructing the measure? Provides answer to the question, are the processes appropriate and sufficiently influential? Thought process 3 - what usefulness and power does this measure provide? Provides answer to the question, is it powerful in a practical environment? The framework was applied to measurement in learning organization contexts and ten models were reviewed. Conclusions cover deficiencies in the models and suggestions on how they might be improved.
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USING THE DLOQ TO SUPPORT LEARNING IN REPUBLIC OF KOREA SMEs.
ABSTRACT: The article focuses on the policy research regarding the use of dimensions of the learning organization questionnaire (DLOQ) to design and implement a Learning organization Initiative (LOI) for small and medium size enterprises (SME) in Republic of Korea (ROK). It states that the research was catalyzed by the limited use of government training funds. It mentions that a learning organization in SME impacts both learning process and performance indicators.
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LEARNING AND INNOVATION: Items in this section connect learning with innovation, however, it is worth noting that the term "innovation" appears in more than 100 citations listed throughout this bibliography. Items in this section are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context at a glance. (Return to Contents...)

ACHIEVING INNOVATION AND SUCCESS: ORGANIZATIONAL LEARNING.
ABSTRACT: Learning paves the way for success. Learning adds value and helps in the acquisition of new knowledge that enlightens the lives of people and their work. In this globalized knowledge economy organizations strives to be in an advantageous position by practicing organizational learning. This paper is an attempt to study the status of an organization from learning organization perspective. It diagnoses the organizational learning capability of HP and examines how far the organization is a Learning organization.
ACCESS: https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=61822092&site=ehost-live&scope=site

COMPETENCIES AND INNOVATION WITHIN LEARNING ORGANIZATION.
ABSTRACT: Organizations which learn and encourage learning among their people are learning organizations. The purpose of the paper (which is funded by Internal University Grant System IGS/5/2011 and IGS/7/2011) is to examine important role of skills and knowledge in learning organizations and find the answer to the following questions: Which skills develop innovative environment in organization? Which type of organizational setting must be used to adopt innovations, deal with risk and support learning? In the paper you can find innovated model "Assumptions leading to the effect of innovation" by adding part of competency model to prepare organization for innovation process, creativity support and learning organization. We also suggested competency model called 5C (Care, Competitiveness, Communication, Clarification of Relationship, Culture), which could be used in the future as a metrics of knowledge network. Finally, we believe, that SMEs should be more innovative and competitive when they cooperate, so original output is to measure SMEs preparedness for the innovative network as EISE metrics (Elements, Interactions, Self organization, Emergency).

CREATING TEAMS ENCOURAGES INNOVATION.
ABSTRACT: Points out the importance of building a self-managed team in a move towards creating a learning organization. Focus on continuous improvement and functional efficiency; Environment where workers can achieve their potential; Sharing of knowledge; Implementation of organizational change as a project with management being the first to be retrained.

DO ORGANIZATIONS SPEND WISELY ON EMPLOYEES? EFFECTS OF TRAINING AND DEVELOPMENT INVESTMENTS ON LEARNING AND INNOVATION IN ORGANIZATIONS.
ABSTRACT: The present study examines the effects of training and development on organizational innovation. We specifically suggest that the training and development investments of an organization affect its innovative performance by promoting various learning practices. We empirically tested our hypothesis by using time-lagged, multi-source data collected from 260 Korean companies that represent diverse industries. Our analysis showed that corporate expenditure for internal training predicts interpersonal and organizational learning practices, which, in turn, increase innovative performance. The data also revealed that the positive relationship between interpersonal and organizational learning practices and innovative performance is stronger within organizations that have stronger innovative climates. By contrast, investment in employee development through financial support for education outside an organization poses a significant negative effect on its innovative performance and no significant effect on learning practices. The present study provides a plausible explanation for a mechanism through which the investment of an organization in employees enhances its innovative performance.
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THE EFFECT OF MARKETING FOCUS, INNOVATION AND LEARNING ORGANIZATION ON THE BUILDING OF COMPETITIVE ADVANTAGES: EMPIRICAL EVIDENCE FROM ISO 9000 CERTIFIED COMPANIES.

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EXAMINING THE RELATIONSHIP BETWEEN LEARNING ORGANIZATION CHARACTERISTICS AND CHANGE ADAPTATION, INNOVATION, AND ORGANIZATIONAL PERFORMANCE.
ABSTRACT: The main purpose of this exploratory study was to examine the relationship between certain learning organization characteristics and change adaptation, innovation, and bottom-line organizational performance. The following learning organization characteristics were found to be the strongest predictors of rapid change adaptation, quick product or service introduction, and bottomline organizational performance: open communications and information sharing; risk taking and new idea promotion; and information, facts, time, and resource availability to perform one's job in a professional manner.

INNOVATION ON HIGH.
ABSTRACT: In the article the author discusses the relationship between the learning organization and enterprise innovation. Elements of innovation include creativity, ethical responsibility and professionalism. He asserts that executives must view innovation learning expenditures as investments and not expenses.

INNOVATION: NATURE AND NURTURE? (COVER STORY).
ABSTRACT: The article discusses the corporate innovation and presents ways on when, how, and where the learning organization can innovate. It also looks at the three key areas where a corporation can concentrate on innovation, which includes product enhancements, product extensions, and breakthrough or disruptive products. The essence of comprehending where the strategy of the corporation is centered is also considered. INSET: in practice: Capital One: Experiences in Innovation.

INNOVATIONS THAT WORK FOR LEARNING ORGANIZATIONS.
ABSTRACT: Focuses on innovations that facilitate learning organizations. Contribution of learning to competitiveness; Improvement of learning rates; Adoption of `stretch' goals; System that enhances and shares learning; Stimulation of core process knowledge; Status of knowledge workers.
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INTEGRATING BUSINESS EXCELLENCE AND INNOVATION MANAGEMENT: DEVELOPING VISION, BLUEPRINT AND STRATEGY FOR INNOVATION IN CREATIVE AND LEARNING ORGANIZATIONS.
ABSTRACT: Highlights the integration of product development and innovation management with quality management and business excellence. Focus on the case of Pioneer Electronic Corp.; Criteria when developing excellent innovation strategies and plans in creative and learning organization; Linkage between company vision and overall business strategy.
LEARNING AND INNOVATION: A NARRATIVE ANALYSIS.
ABSTRACT: Purpose - To investigate the relationship between learning, organizational change, organizational culture and narratives. The issues are explored on the basis of a case study of an automotive supplier based in North-East England where learning is deeply integrated in the daily routines of the company. Design/methodology/approach - The project reported upon in this paper was of qualitative and interpretive nature, using narrative cross-national comparative research. The main data collection method was in-depth interviewing with organizational members from all hierarchical levels. The interviews were tape-recorded, transcribed and fed back to the interviewees. The data was analysed using grounded theory. Findings - The research concludes that organizational change, learning and culture are deeply interwoven. More specifically, the success of the case study company is based to a large extent on its people focus and unique learning culture, which are reflected in, separable from and sustained by the prevailing organizational narratives. Research limitations/implications - The generalizability of case studies is limited, but opens up new questions to be explored by further research into the relationship of organizational change, learning, culture and narratives. Practical implications - Organizational narratives are a powerful tool for managers to examine cultural aspects within the firm, which should be used more widely. Originality/value - The paper raises interesting issues for management researchers, challenging some previously taken for granted assumptions.
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LEARNING ORGANIZATION AND INNOVATIVE BEHAVIOR THE MEDIATING EFFECT OF WORK ENGAGEMENT.
ABSTRACT: Purpose – The purpose of this study is to investigate the mediating effect of work engagement on the relationship between learning organization and innovative behavior. Design/methodology/approach – This study used surveys as a data collection tool and implemented structural equation modeling for empirically testing the proposed research model. Findings – The study found that learning organization culture makes a direct and indirect impact on employees’ innovative work behaviors. Results from hierarchical multiple regressions and structural equation modeling supported that work engagement fully mediates the relationship between the learning organization and innovative work behaviors. Practical implications – HRD practitioners can develop effective interventions to enhance their employees’ innovative behavior by devoting efforts to create a workplace that promotes collaborative learning culture and work engagement. Originality/value – Valuable to HRD specialists interested in developing effective interventions that encourage employees to engage in innovative behavior.
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A LEARNING ORGANIZATION PERSPECTIVE ON KNOWLEDGE-SHARING BEHAVIOR AND FIRM INNOVATION.
ABSTRACT: Sharing knowledge and firm innovation are the crucial ways to sustain competitive advantage. This study builds a nested model to test the relationship between learning organization, knowledge-sharing behavior, and firm innovation. Data gathered from 254 employees were used to examine the relationship of the learning organization to employees’ knowledge-sharing behavior and firm innovation. The results indicate that open-mindedness, shared vision and trust have positive effects on both knowledge-sharing behavior and firm innovation. While commitment to learning does not shows significant relationship on knowledge-sharing behavior and firm innovation. Communication has significance on firm innovation but not significance on knowledge-sharing behavior.

LEARNING ORGANIZATIONS: THE LATEST MANAGEMENT CRAZE.
ABSTRACT: Informs about the productivity gains achieved by the learning-organization theory developed by Peter Senge of MIT. Need for developing five disciplines for building a learning organization; Effects of Senge's disciplines on the innovation achieved by Massachusetts Department of Revenue.
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ORGANIZATIONAL LEARNING CULTURE, LEARNING TRANSFER CLIMATE AND PERCEIVED INNOVATION IN JORDANIAN ORGANIZATIONS.
ABSTRACT: This paper examines the relationship between organizational learning culture, learning transfer climate, and organizational innovation. The objective was to test the ability of learning organization culture to account for variance in learning transfer climate and subsequent organizational innovation, and to examine the role of learning transfer climate as a mediator between learning organization culture and innovation. Results showed that
organizational learning culture predicted learning transfer climate, and both these factors accounted for significant variance in organizational innovation.


ORGANIZATIONAL LEARNING IN PROFIT AND NON-PROFIT ORGANIZATIONS: THE PERSPECTIVE OF INNOVATIVE CULTURE DEVELOPMENT.

ABSTRACT: The focus of this paper is on learning in an organization as an important characteristic of innovative culture and its development. The paper addresses the following questions: what features of organizational learning prevail in profit and non-profit organizations; how these features provide or do not provide preconditions in these types of organizations? The attempts to answer this question are reflected in four parts of this paper: the first and the second parts reveal the concept of innovative culture and its characteristics, the essence of organizational learning, its types and relationship with a learning organization; the third part presents the research methodology. The paper is based on the empirical study of 30 profit and non-profit organizations. The research was carried out drawing on a quantitative approach. The method of written survey was employed to evaluate the features of organizational learning. The fourth part of the paper presents the empirical research results that are discussed to reveal the advantages and differences of organizational learning in profit and non-profit organizations. The paper seeks to bridge the gap in innovatics, which emerges as a result of a narrow approach to learning and innovations regardless of sectorial specificity.


THE PRACTICE OF INNOVATION.

ABSTRACT: The article discusses the requirements for the practice of innovation that are essential for institutions in the U.S. The ingredients of the discipline of innovation include focusing on mission, defining significant results and doing rigorous assessment. The importance of understanding the organization’s mission statements, purpose statements and official visions are highlighted. The challenges confronting organizations which hinder them from employing innovation are mentioned. Information on how institutions can put into practice the three disciplines of innovation is provided.


RE-ESTABLISHING THE IMPORTANCE OF THE LEARNING ORGANIZATION.

ABSTRACT: The article offers information on the concept of the learning organization and its importance in institutionalizing innovation. Columnist David Garvin defines learning organizations as a group skilled at creating, acquiring and transferring knowledge and at modifying its behavior to reflect new knowledge and insights. Much of the process of a learning organization involves nurturing tacit knowledge and facilitating the process of its conversion into explicit knowledge.


WHY ARE SOME FIRMS MORE INNOVATIVE THAN OTHERS? EXPLORING THE ROLE OF LEARNING ORGANIZATION COMPONENTS.

ABSTRACT: Basing their study on the seven-component framework for a learning organization suggested by Marsick and Watkins in 2003, researchers investigated the combined as well as individual impact of these components on innovation in 139 South Asian companies. They also examined the effect that organizational size and type have on innovation. Their results revealed that the characteristics of learning organizations have a strong positive effect on the innovation performance of firms when they are combined, but that individually the components have no significant influence. In addition, they found that the effect differed depending on the size and type of organization. These findings have implications for organizational managers who wish to encourage innovation.


OPPOSING VIEWPOINTS: Citations in this section point to the limitations or constraints (or other shortcomings, criticisms or unintended consequences) related to learning organizations. Items are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context at a glance. (Return to Contents...)
AGAINT LEARNING.
ABSTRACT: This article is a critique of the broad ensemble which we identify as 'learning discourse' and its pervasive ideological content which determines learning as a 'good thing for all'. We consider how the signifier 'learning' works as a nodal point which constitutes (legitimizes and sustains), yet glosses over, antagonistic and contradictory organizational and social practices. With our critique we endeavour to go beyond a simple rebuke or rebuttal. We, rather, point out the problematic nature of the truths engendered in 'making the social' and constituting the promise of a learning society whose ambit encompasses learning in general, the learning organization and the political economy of the 'knowledge economy'. By doing so we expose the political character of the learning discourse which, we argue, works as the surface of intelligibility posing the reality of work selfhood, citizenship and society. We antagonize its 'no alternative' trope by questioning the equivalence it creates between social inclusion, competitiveness, employability, empowerment and personal development. Our critique makes explicit how it is possible, and why it is important, to be 'against learning'.
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ARE LEARNING ORGANIZATIONS PRAGMATIC?
ABSTRACT: The article presents an analysis of the future prospects of learning organization and how it is impacted by philosophical pragmatism. It explores how pragmatic theories shaped the development of total quality management approach by W. Edwards Deming and lean manufacturing system used by Toyota Motor Corp. It mentions that organizational learning theories root from philosophical pragmatism. It argues that the truncated use of pragmatic principles can lead to general ineffectiveness and unintended consequences.
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ARE WE WRITING THE OBITUARY FOR THE LEARNING ORGANIZATION?
ABSTRACT: Focuses on the concept of learning organization in the United States corporate world. Factors contributing to the need to continue learning; Consequences of the profit-oriented philosophy of businesses; Alternative business strategy for developing intellectual capital in a global marketplace.
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CONSTRAINTS IN ORGANIZATIONAL LEARNING, COGNITIVE LOAD AND ITS EFFECT ON EMPLOYEE BEHAVIOR.
ABSTRACT: Traditionally, learning organizations face certain constraints related to both exogenous and endogenous factors. This paper models three well-established constraints that employees face while being part of their organizations. One is an explicit constraint on their natural behavior, and two implicit constraints on their endeavor to acquire new knowledge and perform new actions. The implicit constraints, which are elaborated, are related to their relative performance in acquiring new knowledge and by their consecutive actions based on the new knowledge gained. Therefore, this paper attempts to underline such limitations which the agents face under organizational culture and suggest possible strategic initiatives that would effectively counteract such binding limitations to stimulate positive performances from their end.

DESIGN OF THE TIMES.
ABSTRACT: Proposes a model for learning organization for the 21st century. Growing interest of many students and researchers on the subject of learning organization in Great Britain; Discussion on the criticism against learning organization; Factors that could translate learning organization into reality.
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THE LEARNING ORGANIZATION, SENSEGIVING AND PSYCHOLOGICAL CONTRACTS: A HONG KONG CASE.
ABSTRACT: I discuss a qualitative case study of the development of a Hong Kong-based utility company towards the ideals of 'learning organization' (LO). The case illuminates the irony of promoting greater openness and creativity through top-down sensegiving, as many managers and professionals participated in the collective development towards LO ideals, but nearly fell into a propaganda trap. The case also highlights the importance of honouring psychological contracts, as a covenant with the workforce, leveraged the company's dominant industry position, and restored an atmosphere of mutuality with a marginalized rump. Noting that the focal company may have been blessed with relatively munificent circumstances, I identify four viability tasks that aspiring LOs may need to
THE LEARNING ORGANIZATION.
ABSTRACT: Opens up the debate surrounding the wisdom of the attempted implementation of the learning organization approach to deal with environmental uncertainty and examines some potential problems and barriers within traditional organizations. Discusses cultural, structural and socio-structural factors which have an impact on the individual's sense of identity with the organization, and focuses on the required realignments to these interrelated variables if the approach is to gain momentum. Considers the view that the process of learning will also necessitate the unlearning of previous behaviours cultivated within former established systems. Argues that the prospect of generating internal confusion, together with a sense of organizational amnesia, might reduce rather than increase stability for some companies. Concludes that, on the basis that cultures and socio-structures cannot be manipulated at the discretion of managers, alternative strategies to organizational learning may be more appropriate for future survival, but warns that those managers inspired to implement the approach within their organizations, should be aware that the process is lengthy, high in resource implications and not without risk.
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THE LEARNING ORGANIZATION: AN UNDELIVERED PROMISE.
ABSTRACT: The article presents a case study on the development of a learning organization that did not last very long. I suggest that the reason for this result was the way in which learning in the learning organization was understood and enacted. The emphasis was placed on changing individual employees while the organization itself—its managerial structures and work practices—remained fairly constant. The emphasis on individual learning as opposed to organizational changes in the pursuit of developing a learning organization may be an effect of the general and abstract terms in which learning is described in the prescriptive literature on learning organizations. The case is evaluated against John Dewey's learning theory, which would consider employees’ active involvement as the turning point around which a learning organization may develop.
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THE LEARNING ORGANIZATION: FOUCAULTIAN GLOOM OR UTOPIAN SUNSHINE?
ABSTRACT: Based on Coopey's critical review of the terms 'Utopian sunshine' and 'Foucauldian gloom' with regard to the learning organization (Coopey, 1998), this article explores the learning organization from two opposing perspectives. While researchers agree that the learning organization concept is an important one for organization science, two seemingly irreconcilable research communities are arguing about whether the learning organization is a dream or a nightmare for its members, particularly with regard to three critical dimensions: control, ideology, and potentially painful employee experiences. The purpose of this article is to review and critically examine both the optimistic view of the learning organization as positive ideal and the more critical view of the learning organization as negative ideology. Based on this examination, the article aims to synthesize a new middle-ground perspective on the learning organization, referred to as the 'fluorescent light' view, incorporating elements from both optimistic and critical views in hopes of generating a dialog between them that will provide new research questions on control, ideology and potential pain in learning organizations.
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LIMITS OF THE LEARNING ORGANIZATION: A CRITICAL LOOK.
ABSTRACT: The development of the learning organization may be traced to three converging trends: the tradition of organizational development; economic shifts to globalization, deregulation, and information-based industry; and total quality management. Learning organizations are generally characterized as follows: organizations that create continuous learning opportunities, promote inquiry and dialogue, encourage collaboration and team learning, establish systems to capture and share learning, empower people toward collective vision, and connect with the organizational environment. Empirical research documenting the implementation of learning organization concepts in Canada remains sparse. Despite the rhetoric regarding the potential benefits of learning organizations, several problems and paradoxes of learning organizations have been identified: the potential collision of continuous learning through exploratory experimentation and innovation with organizational norms of productivity, accountability, and results-based measurement. The following are among the actions that adult educators might take to become part of the learning organization vision: ask critical questions about the basic assumptions of the learning organization concept; teach learning theory to business and other sectors; help clarify the links between organizational and individual learning; produce/analyze empirical documentation of learning organizations; and rethink the adult educator's ethical role in workplace learning.
ABSTRACT: The purpose of this article is to ground organization's knowing as a necessity for employees' successful work by revealing the limitations of organizational knowing. The following research methods have been employed: a) research literature analysis to highlight specific features of organization's knowing in relation to organizational knowing; b) empirical research, based on a case study of a multinational company; observation, discussion, document analysis, and survey used for the same purpose. The research conducted has allowed providing the evidence that successful performance of employees requires not only organizational knowing, but also informal organization's knowing. This means, no entire organizational competence, which grants successful organization's performance, and even no competencies at particular "work places" can be completely predicted. It should be admitted that organization's knowing is the formation which secures organization's prosperous activity more than organizational knowing does. This challenges the future research on organization's knowing creation processes, as well as managerial practices to perform smarter while developing learning organizations.

ABSTRACT: The concept of the learning organization has been prominent in management thinking in theory and practice for the past decade, with many books and articles being written in both North America and Europe and many employers in both the private and public sectors embracing it in their employment strategies. Becoming one is seen as a key to combating – and indeed thriving in – uncertain and adverse operating conditions. The last few decades of management theory have seen an explosion in constructs which carry significant amounts of persuasive language and the learning organization is no different. This paper attempts to problematize the learning organization in terms of the rhetoric inherent its theory. First, it charts where the rhetoric has come from and, second, identifies and analyses certain leitmotifs that are discernible in much of the prominent literature: turbulence and change, unitarism, empowerment, and personal development. Ultimately, this paper attempts to map conceptually the implications of the rhetoric for the employee in the learning organization.


A RESPONSE TO SNUFF THE LEARNING ORGANIZATION: FACT OR FICTION?
ABSTRACT: Snell in his article in this issue has argued that the moral basis of the learning organization is comprehensively and systematically at odds with the moral foundations of the conventional organization. In this article, this critique of the learning organization is taken a step further. It is argued that, as defined by its proponents, the learning organization is limited by conventional organizational structures and hierarchy, by organizational cultures that frequently encourage anti-learning values and routines, and by shared structures of organizational cognition. It is argued that the learning organization also overlooks the extent to which standards of rationality within organizations arise from dominant external discourses of government and organization.

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SENSE'S MANY FACES: PROBLEM OR OPPORTUNITY?
ABSTRACT: Purpose - The purpose of this paper is to discuss both possibilities and problems with Senge's (1990) many faces in The Fifth Discipline, i.e. the fact that different authors refer to different excerpts from his book as his version of the learning organization. Design/methodology/approach - The paper shows that the authors' understandings of Senge, in which a literature review resulted, are seen in the light of theories of travelling of management ideas, particularly the "translation model". Findings - The paper finds that both possibilities and problems with Senge's many faces were found. A fatal problem is that the many faces jeopardize the confidence in the concept and eventually its existence. But the strong connections to Senge's book, that the authors have, reduces the problems, and Senge's many faces might not cause that much trouble after all. Research limitations/implications - The paper shows that anyone who wishes to can, for different reasons, refer to Senge, and his version of the learning organization, and thereby gain legitimacy. One does not have to be very accurate; as it seems, almost anything goes. Practical implications - In the paper the "translation model" is divided into two sub-models, which probably will sharpen future translation research. Originality/value - The paper is a study in which it is shown how authors understand other authors. This is an example that is rarely seen. Both possibilities and problems are discussed with vagueness to Senge's many faces. This is not very common. A special case of the translation model is developed (the "smorgasbord model"), better suited to deal with the type of idea that focuses on copying of excerpts from a specific book than the traditional translation model (the "whispering game model").

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TEACHING SMART PEOPLE HOW TO LEARN.
ABSTRACT: Focuses on the dilemma faced by modern corporations on teaching executives to learn. Reason behind the difficulty faced by companies in addressing the dilemma; Mistakes of companies in trying to become a learning organization; Ways in which professionals avoid learning; Commentaries on the article.

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WHEN NORMS COLLIDE: LEARNING UNDER ORGANIZATIONAL HYPOCRISY.
ABSTRACT: Most conceptualizations of organizational learning are generally underpinned by some notion of unitarism. Theories typically assume shared visions, values, conceptions or identities. This paper, however, considers the dilemmas faced in organizations where identities and visions are not shared, and where conceptions and ideologies are diverse and possibly in conflict. Such organizations, here called hypocrisies, are characterized by divergent norms and stakeholder identities. Seeing learning as changes in shared conceptions between actors at different levels, a case is presented of change in a multinorm white-collar trade union. This shows the difficulty of promoting unitaristically conceived notions of organizational learning from the centre and that learning is problematic where power is dispersed within the organization. This challenges the view that learning organizations can be associated with empowerment. The paper concludes by arguing for the setting-aside of unitaristic assumptions of organizational learning and, instead, conceiving interventions in terms of local learning arenas for
democratic dialogue in a context of organizational diversity.

WHY WE SHOULD ABANDON THE IDEA OF THE LEARNING ORGANIZATION.
ABSTRACT: The article discusses the reason why there is a need to abandon the learning organization concept since it is an imaginative idea. It explores the roots of definition and provokes debate on the wisdom of the concept retention. It examines the theoretical premises based on the investigation on learning organisation's definition. It says that the concept was found to cause confusion due to its methodological and theoretical premises on which it was based. It mentions the need to focus on more pragmatic issues that are related to organizational learning.
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ADDITIONAL READING: The following items also discuss learning organizations. They are listed in alphabetical order by title, not in order of relevance, with key terms highlighted for context at a glance. (Return to Contents...)

ADAPTION TO CREATION: PROGRESS OF ORGANIZATIONAL LEARNING AND INCREASING COMPLEXITY OF LEARNING SYSTEMS.
ABSTRACT: A brief survey of organizational learning literature shows that understanding of how organizations learn has proceeded along two streams: one based on progress function or learning/experience curve effect, and the other as a process facilitating organizational adaptation and growth, and development and sustenance of competitiveness. This latter stream presents three phases of evolution: initially it considered learning as adaptation through search and problem solving, followed by attempts at conceptualization of learning as an organization-wide, holistic phenomenon, and finally focusing on development of systems, processes, training tools, capabilities, etc., for building learning organizations. Learning is now understood as the development of organizational generative capabilities with a wide response range. The article identifies that the understanding of organizational learning from learning as adaptation to information processing and knowledge creation systems capable of generating a wide range of response patterns exhibits an underlying link of increasing complexity. This in turn holds an interesting correspondence to Boulding's hierarchy of systems. The article discusses the implications of this correspondence for research and practice.

ADAPTING TO CHANGE: BECOMING A LEARNING ORGANIZATION AS A RELIEF AND DEVELOPMENT AGENCY.
ABSTRACT: Disaster areas and developing economies put great demands on relief and development personnel to adapt efficiently to fast-changing conditions. We draw on experiences at Mercy Corps and the literature on learning organizations, adaptive expertise, and communities of practice to identify five systemic tensions that need to be balanced when designing effective learning solutions: (1) employees' desire to learn versus the pressures of the job, (2) investing in strategic learning initiatives versus the need to keep organizational operating costs low, (3) formal learning versus informal learning, (4) maintaining flexibility within a local context versus organization-wide standards that create efficiency and accountability, and (5) people versus technology. We offer examples of possible solutions to the individual and organizational learning challenge in relief and development organizations.
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A BUSINESS PROCESS IMPROVEMENT METHODOLOGY WHICH INCORPORATES LEARNING ORGANIZATION CONCEPTS.
ABSTRACT: Presents edited versions of the proceedings of the Second World Congress for Total Quality Management in Great Britain in 1997. Integration of learning organization concepts in a quality improvement process; Identifying critical process for improvement.
THE CAPABILITIES OF HIGH-PERFORMING LEARNING ORGANIZATIONS: RESULTS OF A WORKING KNOWLEDGE RESEARCH STUDY.
ABSTRACT: The article focuses on the result of a research on the capabilities of the high-performance learning organizations. The research was focused on developing the competence of the most critical jobs in an organization. The research results support the point that learning and knowledge management investments are becoming focused on roles and workforce that are important to the success of the organization.
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CHANGE MANAGEMENT -- A KEY FACTOR OF THE LEARNING ORGANIZATION IN KNOWLEDGE-BASED ECONOMY.
ABSTRACT: The article discusses change management which is a key factor of the learning organization in the knowledge-based economy. Knowledge, change and globalization are three forces that drive the knowledge-based economy. It enumerates the main elements of effective change management such as defining a set of goals. Change management is defined as the response to changes over which the organization exercises minimal or no control. Organizations must be flexible and adaptive to remain successful. Note: TY: CONF.
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CHANGE REQUIRES LEARNING--AND UNLEARNING.
ABSTRACT: Explores the impact of change to business organizations. Acceleration of the pace of change because of the advances in information technology; Advantage of learning organization in the fast-paced business environment; Samples of companies that have implemented rapid change in their organization.
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CHAOS, COMPLEXITY, LEARNING, AND THE LEARNING ORGANIZATION: TOWARDS A CHAORDIC ENTERPRISE.
ABSTRACT: In order to set the stage for this special issue, the prime concepts are defined: i.e. "chaos," "complexity," "learning" (individual and organizational), "learning organization," and "chaordic enterprise". Also, several chaos-and-complexity-related definitions of learning and learning organizations are provided. Next, the guest editors' main thesis is presented, namely that the "chaordic enterprise" might be the goal state towards which a company - seen as a learning organization - might evolve, and that the framework of "chaordic systems thinking" could be used as a meta-model to inform a learning organization which is capable of self-organization and transformative change under hyper-turbulent conditions. Finally, in order to illustrate the contours of a chaordic enterprise, the case of a dynamically reconfigurable, globally integrated, networked enterprise is presented.
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THE COMPETITIVE ADVANTAGE: SPEEDING UP THE IMPLEMENTATION OF CHANGE.
ABSTRACT: The article examines barriers to speed of implementation to organizational change and suggests methods to overcome such barriers. The Learning organization is focused upon surveying best practices in other industries, markets and sectors, choosing to implement those processes which are most appropriate and doing this quickly. This requires a critical assessment of existing organizational practices and encouraging staff to go outside it. By encouraging this challenging and critical attitude, organizations can grow a healthy benchmarking culture where customer responsiveness and continuous improvement are the key goals of the business. Resources are deployed to facilitate progress. Prevention of problems and working upon new solutions is perceived and valued highly. Once the solution has been agreed upon, the team has 48 hours to implement the solution on site. Most of the activity engaged in the implementing the solution is that of communicating and winning the support of other staff to create the right infrastructure in which the new process will develop. INSETS: Commitment to Change: The Housing Department.;The Bank of the Future: A Commitment to Change..
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THE COMPETITIVE LEARNING ORGANIZATION: A QUEST FOR THE HOLY GRAIL.
ABSTRACT: Reports on components of competitive learning organization. Learning focus; Levels of learning; View of
THE CONCEPT OF CONTINUING EDUCATION FOR ORGANIZATIONS AND ITS EFFECTS.


ABSTRACT: Currently, while considering the responsibilities of organizational activities, it is observed that there is a fast change in the present environment of organizations, the technology they exploit, the speed of the society's expectations. The nature of the change compels the organizations to acquire a more dynamic structure, to improve the skills that can be adapted to the surrounding area, to promote the quality of their staff, and to search ways to improve their operations. All these undertakings bring together the necessity of continuous learning in the organizations. Organizations acquire the structure of a learning organization by apprehending the value of knowledge, accessing knowledge, and enhancing knowledge, at the point where they begin giving importance to education and development. In order to maintain its existence with the knowledge it has acquired, a learning organization is concerned with the ability to conform the organizational behaviour, to adopt learning as a manner of life, and to maintain continuing education activities. The learning organization ultimately learns from past experiences, solves the problems and adopts new approaches. This study covers continuing education in the organizations, concept of learning organization, the contribution of continuing education to the learning organization process, overall characteristic of the learning organization.

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THE CONCEPT OF THE LEARNING ORGANIZATION.


ABSTRACT: Starts from the premiss that, although initiatives such as Investors in People and total quality management link with the concept of the learning organization and attempt to inspire change to structural, cultural and ethical aspects of work organization, our understanding of organizations must aspire to a higher level of intellectual analysis if they are to be recognized as complex learning organisms within a turbulent environment. Beginning with a systems approach, explores ways in which organizations may learn and positively influence their environments. Suggests further insight, using biological, cybernetic, dialectical and chaos analyses to connect with the concept of the learning organization. Discusses implications for the position and perception of organizations in society if learning organizations are to evolve, and concludes that, while the concept presents a viable and, indeed, essential ideology to match current and future uncertainty, managers may find the transition problematic, with little guidance to effect such ground-breaking change.

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ABSTRACT: Organizations need to be highly adaptable and continue to improve if they want to prosper and take the lead in a fast paced, competitive and unpredictable world. One of the major recommendations concerns 'organizational learning' and 'learning organization'. However, some people do not make a distinction between the concept of 'organizational learning' and the concept of 'learning organization'; between 'learning organization' and 'a learning organization'. They think that these concepts are interchangeable. To clarify the fuzziness around the use of the three terms, this paper tries to distinguish these concepts from a linguistic point of view. Then, it explores the broader implications of these conceptual clarifications from three perspectives. It unfolds the major differences in the definitions of 'organizational learning', 'learning organization' and 'a learning organization'. Moreover, it discovers that, among the definitions of 'a learning organization', there exist three different types. It separates, generalizes and classifies them.


THE CONNECTION BETWEEN SELF-DIRECTED LEARNING AND THE LEARNING ORGANIZATION.


ABSTRACT: Self-directed learning (SDL) appears to hold numerous advantages over traditional employee development strategies, however, there is a decreasing level of interest in the method from researchers in the field of adult education. Based on a review of the research literature on SDL and the learning organization, this article focuses on finding the connection between the method and learning organizations. Several independent and collective aspects of SDL appear to be fully consistent with some essential characteristics of the learning organization. This article emphasized that self-directed learners are more likely to interact with others and with their environment. Future studies should demonstrate empirically the connection presented in this study to show whether SDL can play an important role in building learning organizations or whether employees' SDL can be categorized in a learning organization.

CREATING A TOTAL QUALITY ENVIRONMENT (TQE) FOR LEARNING.
ABSTRACT: This article describes a model for creating a total quality environment (TQE) for learning in which everyone is considered a learner. The model consists of 11 interrelated characteristics derived from the literature in the areas of continuous improvement, leadership, learning, learning organizations, and spirituality. The characteristics in the model are applicable at every institution, every level, and every course.
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CREATING VIRTUAL MENTORING PROGRAMS FOR DEVELOPING INTELLECTUAL CAPITAL.
ABSTRACT: As more technologies evolve, economies change, and companies desire to expand globally, the intellectual capital in any organization also needs to be considered in terms of their current value and what they could offer the organization even more with the proper attention and development. Stewart (1997) noted that "human capital includes the dynamics of an intelligent (learning) organization in a changing competitive environment, its creativity, and innovativeness" (Stewart, 1997, p. 13). However, the dynamics of an organization can be affected by differences in locations, time zones, cultural and societal differences, as well as many more factors. The key to addressing these items is constant communication, as well as applying a continuous improvement program. While many companies may seek to expand, they may only focus on the profits as an immediate reward. However, they also need to consider the value of their employees and what they can bring to the table, as well as how the employer can help develop their employees to their fullest extent. Thus, many organizations are starting to realize the importance of having a learning organization that constantly monitors and tries to improve upon its current practices and strategies, as well as reflecting on lessons learned. According to Senge (1990), "[learning organizations are] organizations 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." (p. 3) However, in many organizations, employees may be tied to specific performance requirements and set methods of modus operandi, which may limit their own personal development. If the employees are not considered in terms of their value and potential, then the organizations start to fail in their capacity as a learning organization. In particular, some learning organizations may only be seen as valuable in terms of helping their employees in or near the main location. Expatriates may feel distant from the main organization and lacking in proper attention and/or training for their jobs. On the other hand, many of these organizations who are now expanding globally are realizing the need to keep a close connection to the expatriate and the main headquarters. One way that many learning organizations are connecting employees and showing a personal interest in their employees is through the creation of mentoring programs. While many people think of mentoring relationships as being on an one-on-one basis and in the same physical location, this is changing with modern technology. Thus, this paper will focus on the importance and need to create mentoring programs as another layer of commitment in which management and employees can connect and help develop the organization's intellectual capital both locally and globally.

CREATIVE THINK TANK DEVELOPMENT AS A STRATEGIC TOOL FOR ORGANIZATIONAL LEARNING.
ABSTRACT: During the past several years, there has been a split opinion as to whether virtual (online) learning has been a result of providing more educational alternatives or as a vehicle to collect more money in a fast-paced, high-tech learning environment. While this has not been the only argument and points for debate, one additional problem has been whether virtual learning is substantial and can be equally as beneficial as learning in physical (live) Face-to-Face (F2F) learning environment. In particular, many colleges and universities offering online courses and programs came under public scrutiny with the direct investigation by several Members of the U.S. Congress, along with the varying reports offered by the media. While some schools were found to be lacking in their academic rigor and actual delivery of promised services for education, many schools were found to be even exceeding in one or more of these areas. Consequently, while the marketplace has been quite competitive, organizations must harness and reevaluate all of their assets and resources carefully and realize their overall value and importance to their position in the competitive market. In particular, many organizations have realized that their intellectual capital is truly the most valuable commodity, but they must seize the opportunity to guide, nurture, and reward intellectual capital or they may lose out to their competition. This paper will focus on how some business entities, such as online learning institutions and learning organizations are rethinking how they harness and nurture their intellectual capital and how they can engage them more to appreciate their value and encourage them to share more with their colleagues. The way in which they approach their intellectual capital and engage them is important, but yet they have to guide and facilitate learning and development with their employees and still have the employees feel a sense of autonomy and self-accomplishment. Thus, some organizations, while in the process of collecting and sorting through data (knowledge) gained by their organizations are starting to realize that perhaps strategic tools of
the past, such as think tanks, may still have a great value today than previously held by their predecessors.


**CRITICAL ASPECTS OF ORGANIZATIONAL LEARNING RESEARCH AND PROPOSALS FOR ITS MEASUREMENT.**


ABSTRACT: Based on an extensive literature review, this paper reveals several gaps in organizational learning (OL) research that need filling before we can really talk about a theory of organizational learning or verify the traits and very existence of learning organizations (LO) as a phenomenon. The critique, however, is not targeted at any single model or theory of organizational learning, but at theory building, which constantly drifts away with new definitions and approaches that break up rather than construct a theory. Despite the fact that numerous consultation tools for turning organizations into learning models have been developed and applied, the concept of organizational learning itself still remains vague and there is an urgent need for a holistic model of OL. Too much emphasis is put on studying the learning of individuals instead of concentrating on the learning of organizations. Since the theory is highly dispersed and does not really build on earlier findings, rich empirical studies are needed in order to validate measures of organizational learning. Modelling of the organizational learning process and clarification of how learning of individuals is turned into learning of organizations is needed. This paper introduces one set of OL measures developed to study whether organizational learning occurred during the operational and business culture change process of a single case company. Suggestions for further OL research are made on the basis of experiences gained when empirically testing this model.


**CULTURAL COMPLEXITY: A NEW EPISTEMOLOGICAL PERSPECTIVE.**


ABSTRACT: Culture is a complex process. Many authors show the importance of the concept of culture in organizations. The question which arises is how to approach the cultural problematic of organizations. The paper proposes that the traditional ways - based on the Cartesian epistemology - do not match with the cultural complexity, since it simplifies too much to be satisfying. This paper proposes a new paradigm called "complexity thinking" which seems to be more appropriate for studying culture in organizations. Furthermore, the paper outlines the concepts and principles of this epistemology that could be seen more as a strategy than a ready-for-use method in approaching culture in learning organizations.

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**DESIGNING LEARNING ORGANIZATIONS.**


ABSTRACT: The article presents structural approaches to learning organizations. Many leaders face problems when trying to redesign their organizations. Stuck in the paradigm of the 20th century, they are more comfortable with the multidivisional form of command and control than the new form of learning organizations and knowledge-creation firms. Leaders often apply band-aid fixes, such as teams, without implementing a change in their fundamental beliefs and organizational design. The old paradigm of command and control led to the development of the multidivisional form, the M-form. It was once the king of organizational design because of its emphasis on specialization and efficiency. In the 21st century, this organizational form became slow to adapt to rapidly changing environments, globalization, consumerism and the information superhighway. The adaptive nature of fast-moving learning organizations made this new form heir apparent to the throne. While still in their adolescence, learning organizations or L-forms have begun to dominate the landscape in industries subject to rapid change, such as software. Despite the claim that it is a new form, the L-form looks to many observers a lot like an M-form with a band-aid on it. Place a bunch of teams in your organization and wipe out a few middle managers and you have a learning organization, the thinking goes.

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**DIFFERENT TRUTHS IN DIFFERENT WORLDS.**


ABSTRACT: Models of organizational learning typically assume that organizations rely upon performance feedback and that an exogenous (uncontrollable) environment presents the problems that organizations seek to solve. By contrast, we consider how different epistemologies within organizations, or combinations of epistemologies, and the degree to which the environment is amenable to organizational control jointly affect learning over time. This study presents three different epistemologies expressed in interpersonal learning: pragmatism (learning beliefs from better performers), coherentism (learning beliefs that fit together), and conformism (adopting beliefs that are popular). We also examine the learning implications of a dominant coalition that can promulgate its preferred beliefs throughout an organization. Outcomes from our agent-based model point toward key epistemological and environmental contingencies affecting the dynamics of organizational learning. Organizations filled with pragmatists
learn effectively if the environment is fixed or controllable. Coherentists and conformists advance in knowledge only to the extent that they can control the environment. Adding pragmatists to organizations with coherentists or conformists produces a nonlinear (S-shaped) effect on knowledge achieved as different proportions of pragmatists alter social networks. Models involving learning from a dominant coalition affirm March’s trade-off between learning speed and eventual knowledge achieved only for organizations filled with pragmatists and operating in an uncontrollable environment.

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**A DIVERSITY PERSPECTIVE ON ORGANIZATIONAL LEARNING AND A LEARNING PERSPECTIVE ON ORGANIZATIONAL DIVERSITY.**


ABSTRACT: The article discusses a study that brings together organizational learning, organizational demography and diversity management to find the practical implications of staff diversity dynamics for organizational learning. The article discusses the research that has been done in organizational learning, and points out that research is missing that deals with how gender, race, cultural and other differences of employees affects the effectiveness of organizational learning. The article states that of all the fields of organizational theory, the field of organizational learning deserves the most research and reflection.

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**DO WE MAKE LEARNING EASIER OR HARDER?**  


ABSTRACT: The author reflects on the importance of the implementation of distance learning offerings. He poses the three questions that learning organizations put up to see the effectiveness of distance learning to the learning environment. He points out that three levels of instruction needs must occur including learner level and organization's hierarchy in order to maximize learning assets. He also concludes that learning assets efficiency lies on its proper position and usage.


**THE EFFECT OF LEARNING ORGANIZATION CULTURE ON THE RELATIONSHIP BETWEEN INTERPERSONAL TRUST AND ORGANIZATIONAL COMMITMENT.**  


ABSTRACT: The primary purpose of this research was to assess the effect of learning organization culture on the linkage between interpersonal trust and organizational commitment. The study sample was obtained from employees of two major Korean conglomerates. Online questionnaires were completed by 321 respondents. Structural equation modeling (SEM) was used to detect the effects of learning organization culture on the basis of the model fit to data comparisons and the significance of path coefficient estimates in the hypothesized model. The results suggest that learning organization culture works as a mediating variable to explain the association between interpersonal trust and organizational commitment. Recommendations for future research and implications for human resource development research and practice are discussed.


**THE EFFECTS OF ORGANIZATIONAL LEARNING CULTURE AND JOB SATISFACTION ON MOTIVATION TO TRANSFER LEARNING AND TURNOVER INTENTION.**  


ABSTRACT: Although organizational learning theory and practice have been clarified by practitioners and scholars over the past several years, there is much to be explored regarding interactions between organizational learning culture and employee learning and performance outcomes. This study examined the relationship of organizational learning culture, job satisfaction, and organizational outcome variables with a sample of information technology (IT) employees in the United States. It found that learning organizational culture is associated with IT employee job satisfaction and motivation to transfer learning. Turnover intention was found to be negatively influenced by organizational learning culture and job satisfaction. Suggestions for future study of learning organizational culture in association with job satisfaction and performance-related outcomes are discussed.

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**EMPLOYEES’ PERCEPTION OF THE LEARNING ORGANIZATION.**  


ABSTRACT: This article is about employees' perception of the Learning organization, and it confirms our theoretical model claiming that employees see causality between frames for learning and a learning environment. This indicates that to some extent it is possible to design and manage a learning organization by working with the frames for learning. The model furthermore shows that the reward system as a learning frame has a high effect on the learning environment.

EMPOWERMENT, KNOWLEDGE CONVERSION AND DIMENSIONS OF ORGANIZATIONAL LEARNING.


ABSTRACT: Purpose - Research on antecedents of organizational learning generally ignores the fact that organizational learning is at least a two-dimensional construct and that its dimensions may be conflicting. This research often fails to investigate the simultaneous effects of antecedents on these dimensions. To address this gap in the literature, this paper aims to discuss the effects of empowerment and knowledge conversion, two factors often considered to be important antecedents of organizational learning. Design/methodology/approach - The approach adopted involves a review of and reflection on the pertinent literature on learning organizations, organizational learning, empowerment and knowledge conversion. Findings - It is found that both antecedents have contradictory effects on two dimensions of organizational learning. Empowerment affects second-order learning in a positive sense, but first-order learning in a negative sense. Knowledge conversion is positively related to first-order learning, but negatively to second-order learning. Thus, it appears that efforts to improve organizational learning on one dimension may have (unintended) effects on the other, unmeasured dimension. Originality/value - The paper connects disjointed streams of theory and research in a novel way that is of interest and importance to both the academic literature and to organizational practitioners.

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THE 'ESSENCES' OF THE FIFTH DISCIPLINE: OR WHERE DOES SENSE STAND TO VIEW THE WORLD?


ABSTRACT: This paper tries to establish the 'theories in use' that lie behind the injunctions for a systems practice embodied in the Fifth Discipline. The basic assumptions of the paradigm are split into four: about epistemology, about the nature of human motivations, about traditional organizational practice, and finally about the necessary preconditions for a new form of organizational practice, namely 'learning organization'. The paper concludes that the implicit 'theory in use' contains assumptions that are capable of developing in contradictory ways and that the choice of boundaries sharpens attention to intraboundary events at the expense of perception of the relationships between the chosen system and its broader social and political context. Despite its claims the Fifth Discipline is essentially an extension of 'scientific management' and is primarily a justification for a new form of managerial hegemony.


EXPLORING THE CORRESPONDENCE BETWEEN TOTAL QUALITY MANAGEMENT AND PETER SENGE'S DISCIPLINES OF A LEARNING ORGANIZATION: A TAIWAN PERSPECTIVE.


ABSTRACT: The most important part of Total Quality Management (TQM) is pursuing continuous improvement in all aspects of organization, whereas a Learning organization (LO) denotes learning principles that eventually lead to organization learning and growth. Because these principles seek similar goals, to investigate the association of these philosophies is of great value to management. The primary purpose of this paper is to explore the correspondence between TQM and LO. A group of evaluators consisting of academic scholars, business consultants as well as industry practitioners, judged the relative strength of the relationship between TQM constructs and Senge's five disciplines of learning organization. By applying correspondence analysis and cluster analysis, the result exhibits that close correspondence emerges between TQM and LO. Moreover, TQM constructs and LO disciplines are located on a two-dimensional coordination of a management map, in which dimensions of the measurability and the diffusibility are inferred and managerial implications from these dimensions are articulated. Finally, this study subsequently identifies three distinctive association groups composed of TQM constructs and LO disciplines. These groups are further defined as individual dominant, higher authority and product/material oriented.


EXTERNAL FACTORS FACILITATING DEVELOPMENT OF THE LEARNING ORGANIZATION CULTURE.


ABSTRACT: The last decade has been extremely demanding towards organizations - the years of steep growth were changed by the global recession, which is now followed by slow recovery. To sustain competitiveness organizations have had to learn fast and adapt to the fast-changing environment. The ability to learn has become a competitive advantage on its own. Nevertheless learning in an organization's context was highly developed during 1990s, when a concept of the learning organization prospered, the organizations of today would be willing to revisit their practices to incorporate the learning organization culture. The purpose of the paper is to define external factors,
which facilitate organizations to develop the learning organization culture today. It is commonly accepted that organizations culture, collective behaviour are mainly influenced by internal factors - owners, top management, and history of the company. However recent recession showed that behaviour can be shaped also by situation. What are the factors (macro economical, legal, social), which shapes organization behaviour towards learning? The paper is based on a theoretical review of papers linking external environment to organizational culture development, and a comparative study of the macro economic, legal and social data study of three Baltic States. The paper presents new propositions, where the external environment factors influence development of the learning organization culture.

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**FLEXIBILITY – NOT ANOTHER NEW BUZZ-WORD?**


ABSTRACT: Describes flexibility as a metaphor for organizational learning. Flexibility of a flock behavior; Characteristics of a learning organization; Concept of a participative policy making.

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**GOVERNING LEARNING & DEVELOPMENT.**


ABSTRACT: The article focuses on a study about organizational distribution of learning and development personnel and the financial responsibility for learning and development. The study shows that while the operation of a learning organization is unique to the larger enterprise in which it resides, there is a growing trend toward standardization of structures, systems, processes and practices to ensure that learning aligns with business strategy. The financial responsibility for and scrutiny of learning and development investments reflect the location of learning personnel within senior learning/HR and line-of-business heads.

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**GRASPING THE LEARNING ORGANIZATION.**


ABSTRACT: Focuses on the concept of the learning organization. Role of human resource development professionals in realizing the concept; Achievement of 'personal mastery'; Examination of the mental models and the behavior that arises from those models. INSET: Better Learning and the Bottom Line.

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**GROUPS AND TEAMS AS BUILDING BLOCKS FOR ORGANIZATIONAL LEARNING.**


ABSTRACT: The purpose of this paper is to define and analyze the groups and teams within organization as most adequate framework that enable the collective learning. In addition the organizational learning process is presented, whose role is to identify possible changes at the organization level to become learning organization. The need to understand how the organizations learn and how they accelerate their learning process is greater today than ever. It is said that in the future, the only competitive advantage of a company will remain the ability to learn faster than its competitors. In a world where the only constant is change, organizations must adapt rapidly, renew continuously, and constantly reinvent themselves. Complex problems faced are effects of several causes. People need to learn to solve these problems on their own, to be aware that many answers depend on their ability to learn, to develop unique and particular capacities. Both groups, as traditional structures, as well as teams, as modern structures for organizing the work, are most appropriate frameworks which favors cooperation and exchange of information and knowledge between employees with major consequences on organizational overall performance. We are moving towards an era of human freedom, responsibility and intelligence, moving from a pyramidal management to a dynamic, shared management, of teamwork, of horizontal organizations.

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**GUERRILLA LEARNING.**


ABSTRACT: Reports on the importance of continuous learning for executives in the United States. Description of learning organization in the book 'The Fifth Discipline,' by Peter Senge; Support of small business superstructures through organization-wide learning; Chief executive officer networks.

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A GUIDE TO THE LEARNING ORGANIZATION.
ABSTRACT: What is the learning organization? Why is it important? Learning is often seen as an individual level activity but organizational learning is concerned with collective learning processes. The second half is an annotated bibliography of key books in the field.
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HOW DO ORGANIZATIONS LEARN LESSONS FROM PROJECTS---AND DO THEY?
ABSTRACT: The need to learn from one project to the next is clearly of vital importance, but is often neglected. Furthermore, there are fundamental issues within projects that inhibit such learning, such as the temporary nature of project organizations and the fundamental complexity of projects. This paper surveys the diverse literature that can help explain these factors and help projects to learn, and describes a large survey of project managers to look at what actual practice is and how successful it is perceived, as well as some empirical work. From this, a number of general conclusions are drawn as to how to create project organizations that are learning organizations.
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HOW TEAMS LEARN.
ABSTRACT: Focuses on the ways teams manage learning. Relationship between learning organization and the learning individual; Types of learning behaviors; Types of teams according to learning styles.

HOW THE LEARNING ORGANIZATION MANAGES CHANGE.
ABSTRACT: Focuses on managing change in the learning organization. Understanding of the external environment; Creation and communication with a vision that espouses the values of a learning organization; Alignment and integration of the organization's architecture to closely support the strategy; Cultural concerns.

HOW TO BUILD A LEARNING CULTURE TO COPE WITH RAPID CHANGE.
ABSTRACT: Focuses on the adoption of continuous learning orientation by information system executives and business organizations. Impact of more technology on companies; Pools of knowledge required by information systems professional; Suggestions for shifting to learning organizations.
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HOW TO IMPROVE ORGANIZATIONAL PERFORMANCE THROUGH LEARNING AND KNOWLEDGE?
ABSTRACT: Purpose – Through investigating the relationship among human resource management (HRM), organizational learning (OL), organizational innovation (OI), knowledge management capability (KMC), and organizational performance (OP), the aim of this paper was to find a way of improving organizational performance through learning and knowledge. Design/methodology/approach – A survey questionnaire was utilized to collect data. The population of this study included 659 employees from electronic industrial listed and over-the-counter listed technological companies in Taiwan (N=208, valid return rate 37.21 percent). Descriptive statistics, exploratory and confirmatory factor analysis, as well as structural equation modeling were used for data analysis. Findings – The results indicate that: HRM strategies result in better organizational learning, organizational innovation, and knowledge management capability, which ultimately contributes to achieving organizational performance; organizational learning improves organizational innovation and accumulates knowledge management capability; organizational innovation results in knowledge management capability development, which contributes to the establishment of organizational development; and technological companies should utilize organizational knowledge in order to enhance organizational performance. Research limitations/implications – The generalization of the present study is constrained by the existence of possible biases of the participants, and the regional-constrained data which were collected in and thus focused on Taiwan. Thus, the characteristics of the surveyed firms may be different from those in other areas or countries. Managerial implications are presented at the end of the work. Originality/value – This structure has rarely been explored and the findings are particularly useful for management in helping to set human resource management, learning, innovation, knowledge management and organizational performance in a bigger context.
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HR FACILITATES THE LEARNING ORGANIZATION CONCEPT.
ABSTRACT: Discusses the concept of the learning organization using Harley-Davidson and Chaparral as basis. Alteration of thinking on learning and decision making; Definition; Key elements of the concept; Philosophy.
INSETS: Operating principles of the learning organization.;The evolution of training in a learning organization.;Senge's five disciplines for learning organizations.

IDENTIFYING ORGANIZATIONAL CLIMATE AFFECTING LEARNING ORGANIZATION.
ABSTRACT: In trying to successfully respond to a world of interdependence and change, some companies are adopting the principles of a Learning organization. However, while promoting a Learning organization, the organizational climate may exert an influence on the behavior of employees. Consequently, the researchers believe that an appropriate organizational climate is needed to facilitate the efforts of the Learning organization. The purpose of this study is to examine the effects of the different organizational climates on Learning organizations' various learning dimensions. Data was gathered through questionnaires from 101 employees working in small and medium size companies from different industries. The results of the statistical analysis indicated that organizational climates do affect the various dimensions of the Learning organizations. It also identified the organizational climates that significantly affect a given LO dimension and their degree of influence. In addition, this study also determined the best combination of climates that affect a particular LO dimension.

IMMERSIVE LEARNING SEeks A FOOTHOLD.
ABSTRACT: The article explores the goals of learning organizations using immersive learning in the U.S. These organizations are starting to use games and virtual environments to meet the real world training needs of employees. One of those is the Doorway to Dreams (D2D Fund) which created a new interactive video game using credit cards, dedicated to improve the financial literacy of struggling families. Furthermore, it examines how this developing market could sustain the development of game and virtual world products with a goal of immersive learning technologies to train and interact with employees, customers, and other purposes.

THE IMPACT OF KNOWLEDGE CONVERSION PROCESSES ON IMPLEMENTING A LEARNING ORGANIZATION STRATEGY.
ABSTRACT: Purpose – The purpose of this research is to explore the influence of the knowledge conversion processes (KCP) on the success of a learning organization (LO) strategy implementation. Design/methodology/approach – Using a case study approach, the research model examines the impact of the KCP including socialization, externalization, combination and internalization on implementing a learning organization (LO) strategy in an Algerian international oil company. A sample of 500 managers was asked to respond to questionnaires from which only 416 were valid. Multiple regression analysis is employed to explore the influential processes on the LO strategy. Findings – The findings revealed that socialization, internalization and combination have a significant impact on the success of a LO strategy. Socialization is the major influential factor, having the strongest impact on LO. However, externalization was found to have no statistical influence on LO. Practical implications – This research provides evidence concerning the interdependence between knowledge management through KCP and LO. Originality/value – The research is one of a few studies investigating the relationship between the knowledge conversion processes and learning organization, in contrast to the extensive research taking into consideration the well-known knowledge process of creating, acquiring, capturing, sharing and using knowledge. This may be one of the first papers exploring the theme of the LO within Algerian business organizations.
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THE INDIVIDUAL/COLLECTIVE DIALECTIC IN THE LEARNING ORGANIZATION.
ABSTRACT: Purpose - The purpose of this paper is to answer two interrelated questions: "Who learns and how in the learning organization?". By implication, many theories of the learning organization are addressed that are based on a static and erroneous separation of individual and collective. Design/methodology/approach - Four episodes from a larger case study exemplify the theoretical arguments. These were based on a longitudinal ethnographic study of a salmon hatchery and the public-sector organization to which the former was accountable. Conceptual framework is strongly dialectical: in their actions individuals concretely reproduce the organization and, when actions vary, realize it in novel forms; organizations therefore presuppose individuals that concretely produce them. However, without an
organization, there would be no aim or orientation to individual actions to speak of in the first instance. Findings - The paper finds that individuals learn, through the production of socio-material resources, notions of organizations which are not abstract. These resources increase action possibilities for the collective, whether realized concretely or not. Expansive learning in individuals is co-constitutive of learning in organizations and decreasing interest in individual learning constitutes decreased levels of action possibilities for the collective. Research limitations/implications - The paper shows that using this framework, it becomes problematic to separate individual and collective learning. Originality/value - The paper shows that access to participation by all members is a key component as are affordances given by the organization for the development of individuals.

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**INSURANCE SECTOR DYNAMICS: TOWARDS TRANSFORMATION INTO LEARNING ORGANIZATION.**


ABSTRACT: Purpose - The purpose of this research is to study the influence of five critical factors on service quality in the insurance sector. Having studied the influence of these critical factors, an attempt has been made to obtain a generic solution to enhance the quality of service by proposing a holistic framework of learning organization. As globalization and IT revolution have made the insurance sector highly knowledge-intensive, customer expectations and perceptions have also grown exponentially. Hence, this research is timely and goal-focused.

Design/methodology/approach - The research is based on system dynamics methodology, which involves sequential phases including: problem identification, conceptualization, model formulation, simulation and validation, and policy analysis and implementation. Meta-analysis of existing literature and rationalization are also a part of the framework development. Findings - The results have indicated that the key parameters, e.g. past experience, personal needs, external communication, word of mouth, and active clients have significant influence on service quality of the insurance sector. Practical implications - The outcome of this study can be directly implemented in the insurance sector to enhance the quality of service, as it provides a means to convert the tacit knowledge in the organization into an explicit form. The knowledge management system, as a component of the learning organization, acts as a central repository of organizational knowledge and enables the service providers to minimize the "service quality gap" as best practices, past experience, and solutions to problems of common occurrence will be available for common use. Originality/value - This research is unique in the sense that it uses a system dynamics approach to service quality enhancement in the insurance sector. The research has immense value to the insurance sector, as its growth is a function of service quality.

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**INTEGRATION AND COORDINATION IN LEARNING ORGANIZATIONS: THE CHANGING IDENTITY OF GENERAL MANAGERS.**


ABSTRACT: The article offers information on integration and coordination in learning organizations. It talks about the necessity of integration as a component of effective management, the shift of General Manager duties to individual specialists, and the achievement of dynamic capability. It also looks into the importance of teamwork to the integration process, the promotion of decentralization, and effectivity of a lateral organizational design.


**THE INTERACTION OF LEADERSHIP ROLES AND ORGANIZATIONAL LEARNING ENVIRONMENT: A CANONICAL CORRELATION APPROACH.**


ABSTRACT: As managerial development continues to take a significant portion of organizational budgets, researchers seek to find effective methods of improving the quality of that training. At the same time, organizations search for a sustainable competitive advantage through the learning organizational environment. This study shows the correlation between leadership roles and the organizational environment in which they are developed. Correlations are found between the Competing Values Framework (Quinn, 1988) and the Context-for-Learning (Ghoshel & Bartlett, 1994). These correlations allude to the effectiveness of managerial development to develop a learning organizational environment.


**AN INTERVIEW WITH PETER SENGE.**


ABSTRACT: Interviews Peter Senge, management guru on systems thinking and learning organizations; Growing interest in learning organizations; Difference between systems thinking and traditional principles of total quality.

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INVEST ON THE TOP OF THE WAVE.


ABSTRACT: The article presents information on investments made by business enterprises on organizational learning. Due to strong economic growth in 2004 and 2005, most organizations have opened up their learning budgets. Strategic leaders of learning organizations should act now to invest in capabilities that can deliver learning critical to the long term competitiveness and survival of their companies, whether the economy is up or down. Inefficiencies in learning that are reduced or eliminated by leveraging learning technologies occur in four critical barrier areas: integration with the business, time, cost and quality.


KEEP LEARNING.

NOTE: (A letter to the editor is presented regarding David A. Garvin's "Building a Learning organization," which appeared in the July/August 1993 issue.)


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KFTGA: A TOOL FOR TRACING KNOWLEDGE FLOW AND KNOWLEDGE GROWTH IN KNOWLEDGE SHARING ENVIRONMENT.
ABSTRACT: Knowledge management is an interdisciplinary research area and it has been perceived in different perspectives by researchers and practitioners who come from various backgrounds. Nevertheless, the ultimate goal in knowledge management is to create a learning organization in a knowledge sharing environment. In a knowledge sharing environment, the learning communities are actively involved in building and developing the community knowledge through message postings, resource management and collaborative work besides performing the individual learning. A system, called KFTGA, has been built in this project that is capable to trace the knowledge flow of a pre-defined knowledge domain developed by the community members. Knowledge in this context is in the form of opinion, suggestions, and tangible objects from knowledge sharing activities which are traceable from the textual descriptions. Two salient aspects in KFTGA are having the ability to determine whether the knowledge that flows among the members is relevant to the knowledge context in the community and to trace whether there is a growth in knowledge building in relation to predefined topics. In order to achieve that, this paper describes three mathematical models for computing the relevancy of the knowledge flow, measuring the knowledge growth and examining the variations between documents. Finally, it elaborates how KFTGA can be applied in various knowledge sharing and knowledge flow model predominantly known as SECI model and its extended variations applied in virtual organizations, peer-to-peer team and multinational corporations.

KNOWLEDGE MANAGEMENT IN PURSUIT OF LEARNING: THE LEARNING WITH KNOWLEDGE CYCLE.
ABSTRACT: Explores the link between the concepts of knowledge and learning, based on an analysis of the key differences between learning organization and knowledge management. Business context of the conceptualization of learning organizations; Major strands of knowledge management; Concept of the proposed Learning With Knowledge Cycle; Process and activities involved in Learning With Knowledge Cycle.
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LEADER–MEMBER EXCHANGE QUALITY AND IN–ROLE JOB PERFORMANCE: THE MODERATING ROLE OF LEARNING ORGANIZATION CULTURE.
ABSTRACT: The purpose of this study was to examine the influence of leader–member exchange (LMX) quality on in-role job performance and the moderating effect of learning organization culture in a Korean conglomerate. The results indicate that LMX quality had a significant impact on employees’ job performance as rated by their supervisors. In addition, although no direct relationship was found to be significant, the moderating effects of the two dimensions of learning organization culture on the relationship between LMX quality and in-role job performance were significant. With regards to the demographic variables, male employees received higher ratings on their job performance reviews as assessed by their supervisors. Finally, implications, limitations, and research recommendations are discussed.

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**LEADING-EDGE LEARNING.**


ABSTRACT: Discusses the views of Peter Senge and JackWelche on learning organizations and change. Things that business leaders should know; Boundaryless learning culture; Effects of virtual work on learning organizations.


**THE LEAN LEAP: LEAN AS A LEARNING ACCELERATOR.**


ABSTRACT: When Danfoss Socla, a French valve manufacturer, first implemented lean practices, the initiative failed to produce the desired large-scale transformation. Only when the company integrated lean with the disciplines of organizational learning - and built learning into everyone's jobs, every day - did they achieve dramatic process and performance improvement. In this article, Jacques Chaise, Frédéric Fiancette, and Eric Prévot from the Danfoss Socla executive team, along with consultant Michael Ballé, describe how learning organization theory has much to contribute to the lean field by clarifying the purpose of the lean tools and spelling out for managers what the tools are supposed to achieve: making people before making products.


**LEARN AND EARN.**


ABSTRACT: Focuses on the creation of a learning organization. Tips in creating a learning culture; Suggested activities for information learning; Role of human resources professionals in professional development and organizational effectiveness.

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**LEARN TO LEARN AS AN ORGANIZATION.**


ABSTRACT: The author reflects on the importance of the concept of organizational learning to the business sector. He cites ways in which world-class companies have shown organizational learning will, including the provision of greater value to customers. He defines a learning organization as having systems and processes in place to capture lessons learned from both positive and negative experiences and jobs. The author suggests methods to initiate learning opportunities in companies. Note: TY: NEWS.


**LEARN TO SHARE FOR ITS OWN SAKE.**


ABSTRACT: Talks about the problem facing learning organizations in adopting knowledge management (KM). Purpose of organizations; Frustrations expressed by the KM protagonists about the organizations' difficulty in adopting KM; Several incentives for labor.


**LEARNING AS PROBLEM-DRIVEN OR LEARNING IN THE FACE OF MYSTERY?**


ABSTRACT: Explores implicit assumptions underlying the Organizational learning literature from the perspective of knowledge’s sociology. Ways of conceptualizing in learning-working-innovating as non-distinct activities; Learning-in-organizing as an alternative to organizational learning; Organizational learning as a disciplinary discourse; Social cognition.

LEARNING CENTERS.
ABSTRACT: The article discusses the importance for financial planning firms to improve their organizational learning. Major components or disciplines to build a learning organization include personal mastery, mental models, shared vision, team learning and systems thinking. It also mentions how understanding and mastering dialog and discussion, the two ways that teams communicate, can help firms. The author claims that firms need leaders who are iterative designers, idea guides, teachers and visionary stewards.

LEARNING CULTURE TO ORGANIZATIONAL BREAKTHROUGHS IN MALAYSIAN COMPANIES.
ABSTRACT: Malaysian society has been revolutionized. The level of education in a large proportion of the population increased and Malaysians' quality of life has been improved. In order to meet a new economy climate, the national mission's aims encompass on nation's global competitiveness, human capital development, national integration, ethnic relations, distribution of income and wealth, and the quality of life. For achieving aforementioned aims Malaysian companies needs to achieve better performance and plays an unprecedented role toward promoting learning culture. Rich literature has been reviewed in the area of the learning organization and learning culture. So far, the researchers have not captured any detailed incentives reported in Malaysian context pertaining to the links between Watkins and Marsick's dimensions and performance in listed Malaysian companies. Thus, this study aims to explore the relationships between learning organization dimensions, and change in financial and knowledge performance among Malaysian companies listed in Bursa Malaysia. Based on the theoretical framework proposed by Watkins and Marsick this study conducted dimensions of learning organization questionnaires survey, in 400 Malaysian companies listed in Bursa Malaysia and acquired a sample of 218 companies. Findings of research provide empirical evidence, which supports the concept of the learning organization and their positive influence on the knowledge and financial performance. The findings demonstrated that organizations with conducive learning culture, has charismatic and dedicated leaders are able to grow in their knowledge and financial performance.

LEARNING DURING TIMES OF GROWTH.
ABSTRACT: The article focuses on operational rigor in learning and ROI on the part of the "new normal," and many learning executives who reinvigorated on their jobs and contribution to learning organizations that increase market share and shareholder value. Moreover, after several years of investments and growth, the strategy founded on generating demand for next-generation products and services on marketing, has now focus more on their sales organizations.

LEARNING IN AND BY ORGANIZATIONS: THREE CONCEPTUAL ISSUES.
ABSTRACT: Examines the concepts of organizational learning and learning organizations. Introduction of organizational learning; Difference between organization learning and learning organizations; Sample of learning definitions.

THE LEARNING ORGANIZATION.
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THE LEARNING ORGANISATION.
ABSTRACT: The article provides information on the management term "learning organization." The idea of the organization as a living entity is developed in the book "Organizational learning," by Chris Argyris and Donald Schon. They have stated that the learning development of the people within an organization is reflected in changes in the formal and informal rules that govern the industrial structure. Meanwhile, the article also mentions the views and opinions of several writers regarding the term.
THE LEARNING ORGANIZATION: ADULT LEARNING AND ORGANIZATIONAL TRANSFORMATION.
ABSTRACT: The concept of the `learning organization', with its roots in self-development and action-learning, has recently caught the imagination of many organizations and researchers. However, emerging definitions are creating ambiguity. There is, therefore, a need to add substance to them, and widen our understanding of what the concept means, by concentrating on what is meant by `learning', and focusing on exactly how adults learn. Understanding and facilitating adult learning in organizations is, by and large, a confused activity that fails to conned with an individual’s other experiences and needs, and with what modern psychology and research have to teach us. In particular, learning and skills need to be linked to the questioning of purpose and value in an organization.

THE LEARNING ORGANIZATION: AN INTEGRATIVE VISION FOR HRD.
ABSTRACT: The article presents information on learning organization. The learning organization is defined as the one that learns continuously and can transform itself. This means that it empowers its people, encourages collaboration and team learning, promotes open dialogue, and acknowledges the interdependence of individuals, the organization, and the communities in which they reside. Learning is a continuous, linked to daily work, developmental, strategic, and just in time. A learning organization requires people to think like sculptors. Sculptors of the learning organization see in their mind’s eye, and shape structures toward, approaches that nurture learning. They then create, sustain, or alter existing approaches to foster this capacity chipping away at existing systems, attitudes, and practices that thwart learning. Learning organizations require the creation of "practice fields" or "interstitial communities of practice" in which individuals learn experientially the new skills that will ultimately become their performance repertoire. Dialogue is a key strategy in the learning organization. Improving dialogue depends upon finding effective ways to help individuals and systems clarify their assumptions and mental models.
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THE LEARNING ORGANIZATION: CHANGED MEANS TO AN UNCHANGED END.
ABSTRACT: Discusses the concept of the learning organization. Overview of employee-employer relationship within a condition of psychological contract violations; Role of management and employees in an organization; Impact of technology on organizations and the society.
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THE LEARNING ORGANIZATION: THE SIXTH DISCIPLINE?
ABSTRACT: Introduces consultation as the sixth discipline in the debate on learning organizations. Definition of interactive consultation; Attitudes that need to be encourage to achieve successful interactive consultation; Seven attitudes that should be discouraged.

THE LEARNING ORGANIZATION: TOWARDS AN INTEGRATED MODEL.
ABSTRACT: This article presents an integrated model of the learning organization. It is based on empirical research of the learning organization literature, as well as on practitioners’ understandings of the concept where learning organizations were often described in terms of four distinct individual aspects - no more and no less. This article argues these aspects cannot be treated as separate, and that the four aspects have to be combined in order to create a true learning organization. The four aspects are: learning at work; organizational learning; developing a learning climate; and creating learning structures. The article suggests that only those organizations that have implemented all of the aspects should be called "learning organizations", and those organizations that have implemented only one aspect should be called "partial learning organizations".
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THE LEARNING ORGANIZATION AND SOCIAL CAPITAL: AN UNLIKELY ALLIANCE?
THE LEARNING ORGANIZATION AND STRATEGIC CHANGE.
ABSTRACT: Focuses on the strategic changes in the learning organization. Characteristics of learning organization; Versions of strategic planning; Ways of enhancing readiness in organizations.

THE LEARNING ORGANIZATION IN REVIEW.
ABSTRACT: Looks at, discussing in depth, a number of works based on the learning organization. Compares, their strengths and weaknesses, and uses them to illustrate the possibilities and dangers of the current excitement regarding the learning organization. Concludes by redefining the learning organization, suggesting that it is the final level in a learning pyramid.
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THE LEARNING ORGANIZATION MEETS THE LONG TAIL (PART 1).
ABSTRACT: The author reflects on the online digital content firm, a new tool for a learning organization. He notes that this group called the Long Tail, as described by Cris Anderson, is a powerful complement to the learning organization if managed properly but it might offset the positive effects throughout the enterprise if mismanaged. The author said that learning groups are growing fast with the digitization and virtualization of content, instant access and the transformation of management structures. Note: TY: NEWS.

THE LEARNING ORGANIZATION MEETS THE LONG TAIL (PART 2).
ABSTRACT: The author reflects on the essential factors needed when the learning organization meets the long tails for enterprise that occur when the power to create and publish is widely held. He said that these factors involve the need for knowledge management professionals to adapt and enhance their roles. He added that this factor will allow these professionals to deliver the enormous potential and continue to be invaluable members of the management team of the enterprise. Note: TY: NEWS.
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LEARNING ORGANIZATIONS.
ABSTRACT: Presents information on learning organizations. Benefits of learning organizations; Examples of learning organizations; Steps in creating learning organizations.

LEARNING ORGANISATIONS: THE FUTURE.
ABSTRACT: Discusses the concept of learning organizations. Enabling of workers to take full advantage of stored information and rapid communication; Application of knowledge gained to create wealth; Work practices; Organization as a community.

LEARNING ORGANIZATIONS.
ABSTRACT: The article provides information on the investigation of seven European companies conducted by the European Centre for Work and Society in the Netherlands, on how they became learning organizations, and how they structure their organizations to support self-improvement. The seven companies have revealed no common characteristics, but they all need strong incentive, fierce competition or major internal difficulties in order to become learning organizations. The companies also focus on their personnel management.
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LEARNING ORGANIZATIONS HOLD THE KEY TO SUCCESS.
ABSTRACT: Discusses the importance of building learning organizations in the insurance business. Trends reshaping the workplace in the property-casualty insurance business; Striving for quality service; Activities where learning
Learning Organizations in a Transition Economy: A Resource-Based View.
ABSTRACT: Organizational learning has been noted as a pivotal resource of achieving sustainable competitive advantage (SCA) according to resource-based theory and/or resource (comparative) advantage theory. As a result, there is no wonder that learning organization has been on the top of research agenda in organizational science, strategic management and marketing. However, learning organizations in transitional economy have been much less addressed in the marketing literature. As such, we investigated enterprises in an emerging economy in China, extending the understanding of learning organizations in volatile and dynamic environments in a transitional society. As the former socialist China moves from central planning toward a market-driven economy, firms in such a transition face challenging institutional and economic environments. Behind the "bamboo curtain," China represents a unique opportunity to test marketing theories.
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Learning to Change: An Information Perspective on Learning in the Organization.
ABSTRACT: Change in the organization is usually analysed in the context of the organization in which the change is taking place. This is quite understandable and yields recognition of those internal factors most instrumental in the change process. From this organizational perspective, external factors seem to play a marginal role in change, at most a catalytic role. Change is always relative, but not simply to what the organization has done before. Organizational change should also be relative to what is going on outside the organization. What appears to be major progress from an organizational perspective may look like stagnation in a wider context. This paper suggests that notions of the "learning organization" have often emphasized internal aspects of the change process and neglected the external. In particular, they seem to have paid little attention to the essential contribution of external information to internal change. Information is so fundamental to the learning required for deliberate change that it is not unreasonable to see change as an information process. This view affords an information perspective of change in the organization, and a revealing contrast to the usual organizational perspective. Change in the organization is seen as a process in which the finding and acquisition of external information are critical. So, too, is mixing these external bits of information with those already in use within the organization. The result is not just another model of what is already understood about change in the organization. It has profound implications for those who seek to understand and manage the process of change. The information perspective indicates that organizational change is largely dependent on the information activities of individual employees acting on their own account as much as that of the organization. These activities may be-and sometimes must be-beyond the control of the organization. ACCESS: https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=4435587&site=ehost-live&scope=site

Learning to Unlearn for a Flexible Future.
ABSTRACT: Focuses on the views of the speakers at the Northern Partnership conference, about what learning organizations are. Views of Mike Easterby-Smith regarding the problem of using abstract conceptions in defining what learning organizations are; Comments of Bernard Sullivan of Rover Learning Business about the challenges faced by learning organizations.
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Learning, Leadership, Teams: Corporate Learning and Organisational Change.
ABSTRACT: Focuses on increased interest by human resource managers in relation to organizational learning and the need for organizations to become learning organizations. Information on the different approaches to organizational learning; Requirement of models of organizational learning and learning leadership; Look at eleven key attributes.
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Legitimizing the Gut Feel: The Role of Intuition in Business.
ABSTRACT: Discusses the impact of intuition in organizational development. Definition of intuition; Characteristics of continuously learning organizations (CLO); Conclusion.
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LESSONS FROM CREATING A LEARNING ORGANIZATION.
ABSTRACT: Presents information on a case on the transformation of a major oil and gas exploration and production company in Thailand, to a learning organization. Ways in which organizational learning (OL) can facilitate knowledge management; Effects of cultural differences; Creation of a learning structure; Discussion on an OL approach to strategic planning.

LIFESTYLE LEARNING: IMPROVE THE BOTTOM LINE WITH BEHAVIORAL EDUCATION.
ABSTRACT: The article focuses on the potential of learning organizations to leverage the work styles, choices and techniques of successful employees by improving the overall productivity of the workforce. According to Kenneth Nowack of Envisia Learning, the most successful individuals possess a set of personality qualities and practice lifestyle behaviors that facilitate continuous growth and learning. In fact, one of the first things required to become a successful worker is self-awareness.

THE LESSONS WE (DON'T) LEARN: COUNTERFACTUAL THINKING AND ORGANIZATIONAL ACCOUNTABILITY AFTER A CLOSE CALL.
ABSTRACT: We investigate how individuals learn from imagined might-have-been scenario. We hypothesize that individuals are more likely to learn when they have responded to an event with upward-directed, self-focused counterfactual thoughts, and, additionally, that this learning process inhibited by accountability to organizational superiors. Support for these hypotheses was obtained in two studies that assessed learning by aviator pilots from the experience of near accidents. Study 1 analyzed counterfactual thoughts and lessons in narrative reports filed by experienced pilots after actual dangerous aviation incidents. Study 2 involved laboratory experiments in which college students operated a flight simulator under different conditions of organizational accountability.

MANAGEMENT AND THE LEARNING PROCESS.
ABSTRACT: Learning is a central life task, not only for managers but for all human systems. The experiential learning model is an approach that takes learning from the confines of the classroom and formal education into life and work. This article describes experiential learning theory and the concept of different learning styles. These styles are strongly associated with career specialties and methods of problem solving, decision making, and learning. Organizational learning is seen as a problem of integrating the various learning styles associated with its functional specialties and matching these specialties with appropriate environmental demands.

MANAGERIAL COACHING BEHAVIORS IN LEARNING ORGANIZATIONS.
ABSTRACT: Presents a study that was designed to investigate the multiple ways exemplary managers facilitate their employees' learning in organizations considered to be learning organizations. Methodology; Findings; Behavior sets which emerged from the study that help to define the role of facilitator of learning; Implications for management development.
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THE MANAGERIAL IMPLICATIONS OF THE LEARNING ORGANIZATION: A NEW TOOL FOR INTERNAL MARKETING.
ABSTRACT: Seeks to introduce to marketing the concept of the "learning organization" from the organizational behavior field with specific application as a method for implanting internal marketing in services organizations. ABSTRACT FROM AUTHOR]; Copyright of Journal of Services Marketing is the property of Emerald Group Publishing Limited and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract.
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MANAGING IN THE NEW MILLENNIUM.
ABSTRACT: Discusses various aspects of building a learning organization to achieve success in business. Acquisition of knowledge from the external environment; Ways of collecting information from the external environment; Dissemination of information within the organization.
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MANAGING WORKFORCE DIVERSITY: DEVELOPING A LEARNING ORGANIZATION.
ABSTRACT: The article presents a study which explores the definitions used in dealing with diversity, clarifies diversity-related concepts and discusses the benefits of effective diversity management in hospitality firms. Diversity management is considered important to ensuring success in the unpredictable hospitality markets. The study suggests effective diversity management strategies which includes the use of diversity management paradigms and development of a learning organization.
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MAPPING KNOWLEDGE MANAGEMENT AND ORGANIZATIONAL LEARNING IN SUPPORT OF ORGANIZATIONAL MEMORY.
ABSTRACT: The normative literature within the field of knowledge management has concentrated on techniques and methodologies for allowing knowledge to be codified and made available to individuals and groups within organizations. The literature on organizational learning, however, has tended to focus on aspects of knowledge that are pertinent at the macro-organizational level (i.e. the overall business). The authors attempt in this paper to address a relative void in the literature, aiming to demonstrate the inter-locking factors within an enterprise information system that relate knowledge management and organizational learning, via a model that highlights key factors within such an inter-relationship. This is achieved by extrapolating data from a manufacturing organization using a case study, with these data then modeled using a cognitive mapping technique (fuzzy cognitive mapping, FCM). The empirical enquiry explores an interpretivist view of knowledge, within an information systems evaluation (ISE) process, through the associated classification of structural, interpretive and evaluative knowledge. This is achieved by visualizing inter-relationships within the ISE decision-making approach in the case organization. A number of decision paths within the cognitive map are then identified such that a greater understanding of ISE can be sought. The authors therefore present a model that defines a relationship between knowledge management (KM) and organizational learning (OL), and highlights factors that can lead a firm to develop itself towards a learning organization.
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MORAL FOUNDATIONS OF THE LEARNING ORGANIZATION.
ABSTRACT: Characteristics of learning organizations (LOs) include free exchange across communities of practice, networked knowledge and experience, continual improvement, learning leadership, open dialogue, continual transformation and protean psychological contracts. I identify 10 moral foundations of LOs. They would house communal business cultures, accountable to Aristotelian and Kantian ethics. Power blocs would allow space for quieter, less obtrusive contributions to be valued, rather than imposing exploitative or mercenary discourses of appropriation. LOs would strive to improve their records of meeting stakeholders' moral claims. They would respond humbly to stakeholder criticism. Leadership would be humble and virtue seeking. There would be civil liberties. LOs would build, debug and update their own moral traditions. They would treat employees with compassion. They would also give special help and support to those challenged by obsolescence. There would be transparent operations and decision-making, engendering critical trust. I suggest how aspiring LOs may try to overcome problems of human defensiveness, limited moral reasoning capacity and fragmented moral terrain, and build these 10 moral foundations.
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NEVER TOO OLD (OR TOO BIG) TO LEARN.
ABSTRACT: An old dog may not be able to learn new tricks, but an old company can. So can a young one as long as both use organizational learning (OL). OL is a continuous process through which people develop new perspectives, create new ways of working together and devise practices and structures to support these new approaches. Diane McGinty Weston, founder of The Learning Community; performs an in-depth investigation into, the British telecommunications company, to highlight a learning organization. Organizational learning is a set of processes to help people create new knowledge, share understanding and continuously improve themselves and the company. Most forward-thinking companies see OL as a core competence necessary to survive in the marketplace. The primary applications of OL focus on corporate-wide functions such as strategic planning, quality improvement,
organizational and management development and structural design. The concept can have the greatest effect on integrating system-wide functions.

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AN OLD IDEA THAT HAS COME OF AGE.
ABSTRACT: Traces the intellectual roots of the 'learning organization' theory. Key conditions that can be stated for sustained organizational learning; Year when all the necessary conditions to create both the intellectual and practical basis of a learning organization were in place; Constant but understated focus on organizational learning in management education in the United Kingdom.

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ON BUILDING BRIDGES, FACILITATING DIALOGUE, AND DELINEATING PRIORITIES: A TRIBUTE TO MARK EASTERBY-SMITH AND HIS CONTRIBUTION TO ORGANIZATIONAL LEARNING.
ABSTRACT: We honor Mark Easterby-Smith for three fundamental contributions to the organizational learning (OL) discipline. First, Mark Easterby-Smith's entrepreneurial spirit and intellectual curiosity have led him to evolve dynamically as the field has evolved. From his roots in management education and development, Mark’s work has connected the four areas of organizational learning, the learning organization, knowledge management, and dynamic capabilities. Second, consistent with his criticism that the OL field has been dominated by quantitative methods and positivist approaches, Mark has pursued qualitative work and generated rich case data and novel theories. Finally, in a discipline in which diverse terms and definitions abound and interconnections among these terms are frequently absent, Mark Easterby-Smith has taken the role of an organizer, an integrator, and a builder. He has facilitated dialogue in a very inclusive fashion. Indeed, the way in which Mark Easterby-Smith has evolved and supported the community may be his greatest contribution.

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ORGANIZATIONAL CULTURE AS A KNOWLEDGE RESOURCE.
ABSTRACT: Organizational culture has long been recognized as the underlying set of values systems that determines how firms perceive and react to their environments. While there is widespread agreement over the relevance of culture and its impact on organizations, many believe that culture exists as a concept than can be neither measured nor controlled. This chapter considers an alternate view in characterizing culture as an important knowledge resource that facilitates the management of a firm's intellectual (knowledge) assets. We first present a brief overview of organizational culture and then examine culture as an organizational resource that facilitates four key knowledge management activities. As part of this analysis, a series of research hypotheses is offered to provide a link between certain cultural sub-types and effective knowledge management practice in each of four areas: knowledge creation, storage, transfer, and application. A key implication of this chapter is that firms must increasingly view their culture as a competitive resource that must be managed in order to become a learning organization. As part of this management process, senior executives must be able to manage the various sub-cultures found within their organizations and to foster those sub-cultures consistent with knowledge management objectives. The chapter concludes by considering knowledge management initiatives as an opportunity to change corporate cultures.


ORGANIZATIONAL LEARNING AND KNOWLEDGE MANAGEMENT: WHENCE AND WHITHER?
ABSTRACT: Draws together theorizing in learning, organization and management studies in order to consider the nature of the problems by which the practice of knowledge management is animated. Though in places propositional, the points being made remain deliberately suggestive insofar as they invoke a wide-ranging past to consider what might be probable futures. The conclusion invokes a return to the past, in suggesting that the potential for knowledge management lies with its returning to a time when theorizing was grounded in what we now choose to ignore, namely managers’ experiences and practices as they use their imagination in wealth-creating activity.

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ORGANIZATIONAL LEARNING AND PARTICIPATION: SOME CRITICAL REFLECTIONS FROM A RELATIONAL PERSPECTIVE.
ABSTRACT: This article is a discussion of how ideas regarding organizational learning tend to be popularized and
presented in a normative way as prescriptions for "the learning organization". These ideas are discussed with respect to their stance in relation to political practices and decision practices in organizations. It is argued that, although the image of the learning organization is attractive to practitioners and seems to be conducive to participative working arrangements, it may be detrimental to participation and dialogue in the long run. It is suggested that some of these problems can be understood and dealt with through the introduction of a relational perspective based upon projects of self-formation and participation.

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AN ORGANIZATIONAL LEARNING APPROACH TO THE LEARNING ORGANIZATION.
ABSTRACT: In this article the attempt is made to bridge the conceptual gap between the literature on the learning organization and that of organizational learning. Whereas the learning organization stream is mainly prescriptive, linking learning to improvement, the organizational learning stream analyses learning processes without paying much attention to its outcome. Until so far, the two streams operate highly independent from each other. We believe that more solid understandings of how organizations learn provide ideas on how this could be improved and thus could contribute to a more theoretical foundation of the learning organization. Our contribution lies predominantly in providing a conceptual framework to analyze and improve learning processes as ways to foster learning organizations.
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ORGANIZATIONAL LEARNING IN CHINA: INROADS AND IMPLICATIONS FOR THE AWAKENING DRAGON.
ABSTRACT: The article reports that with the growing global ecology of markets, cultures, and complex connectivity in China, a number of educators, consultants and managers have been attracted to the notion of building learning organizations. Researchers comment learning is one of the unique attributes that distinguishes human beings from other species. Chinese organizations need to learn faster and adapt to the rapid change in the global environment. According to the participants at learning events, organization learning is like a template of strategic success for organizations in general and this strategic formula could be applied to Chinese organizations.

ORGANIZATIONAL LEARNING IN NON-GOVERNMENTAL ORGANIZATIONS: WHAT HAVE WE LEARNED?
ABSTRACT: Learning is considered to be an essential component of organizational effectiveness in all sectors—private, public and non-governmental. All NGOs aspire to be 'learning organizations', yet few have reflected systematically on the success in this regard. This article summarizes the experience to date of international NGOs that have prioritized learning as an objective, drawing out areas of both success and failure, and reflecting on whether there are any features that distinguish learning in NGOs from learning in other types of organization. A simple typology and set of tests of NGO-learning are presented, along with a series of challenges for the future.
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ORGANIZATIONAL LEARNING VS THE LEARNING ORGANIZATION: A CONVERSATION WITH A PRACTITIONER.
ABSTRACT: Purpose - Through a conversation with a practitioner, aims to understand the definitions given to the learning organization and how they relate to a model of organizational learning. Design/methodology/approach - Provides a brief overview of a conversation concerning organizational learning vs the learning organization. Findings - Organizational learning and the learning organization can and should co-exist. To be effective as a learning organization there is a need for a deep learning cycle and recognition that it will take time. Originality/value - Offers advice on how to be an effective learning organization.
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ORGANIZATIONAL LEARNING: A RADICAL PERSPECTIVE.
ABSTRACT: This paper reviews the organizational learning literature. For many years, organizational learning theory has been based on a functionalistic paradigm, but an interpretive paradigm now seems to be attaining dominance. However, neither of these perspectives of organizational learning is truly radical in the sense of challenging conditions of power and control in organizations. There are some critical texts on organizational learning (and the learning organization), but they go no further than criticism. Therefore, this paper tries to illustrate what we can call
a radical perspective of **organizational learning**, based on themes in the critical works. The radical perspective of **organizational learning** implies an organization where the individuals learn as free actors. However, there are norms or rules to guarantee freedom. The **learning** space in the organization guarantees the occurrence of different opinions, and allows everyone to reflect upon their actions and learning. Working time and employee commitment are restricted so that work does not interfere too much with other undertakings. All employees are guaranteed permanent appointments. Finally, in the radical perspective of **organizational learning**, organizations die to make place for others when their missions are accomplished. After presenting the radical perspective of **organizational learning**, I outline some questions for future research and indicate the necessity of further development of such a perspective.

**ORGANIZATIONAL LONGEVITY.**


**ABSTRACT:** An examination of organizational Darwinism — survival of the fittest — via systems theory provides the foundation for a related analysis of the **learning organization** and the kinds of leaders necessary to pilot organizations through uncertain environments fraught with turbulence. Such environmental changes include the revolutionization of information, fast-paced technological change, the dissolution of national boundaries and cultural barriers to communication, and changing values.

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**PART I: WHAT IS THE NATURE OF ORGANISATIONAL KNOWLEDGE? CHAPTER 1: LEARNING ORGANISATIONS AND THE RESPONSIBILITY OF MANAGERS.**


**ABSTRACT:** This section discusses the nature of organizational knowledge and the development of **learning organizations**. It is generally agreed in contemporary organization and management studies that knowledge is a powerful resource for organizational growth and that knowledge workers are scarce assets who need to be nurtured. Knowledge exists in a variety of forms. problems arise when some forms are seen as more valuable than, and separate from, others, as is the case in much current organizational study. Knowledge is frequently categorized as propositional, procedural and personal (or tacit). The acquisition of knowledge implies learning. Different theoretical perspectives produce different interpretations of how knowledge is learnt and put to use. Propositional forms focus on the **learning** of facts and information; procedural forms focus on **learning** how to do things; practical forms focus on generating personal knowledge.

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**PERCEIVED ERROR CRITICALITY AND ORGANIZATIONAL LEARNING: AN EMPIRICAL INVESTIGATION.**


**ABSTRACT:** This study examined the effect of error criticality on the likelihood of the development of a **learning organizational** culture. Four types of organizations differing in error criticality (the severity of the costs of potential error) were compared in terms of the intensity of **learning** culture, operationalized as shared values of issue orientation, valid information, transparency, and accountability. Consistent with the study's hypothesis, these shared values were stronger among air traffic controllers and high-tech workers (who face high error criticality) than among psychiatrists and teachers (who face low error criticality). Directions for future research are discussed.

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**PERSPECTIVES ON THE STATE OF GOVERNANCE.**

**CITATION:** GRANT RICKETTS and ROB PANNONI. , Chief Learning Officer, 2009. MediaTec Publishing, Inc. Vol. 8, No. 6, 52-54.

**ABSTRACT:** The article reports on business intelligence and the state of **learning** governance. Due to publicized management failures in large companies and pressure to present shareholder value there has been a lot of interest in corporate governance but not **learning** governance. A survey was conducted of 130 **learning organizations** to determine the state of **learning** governance and it was found that over 80% of participants did not have an enterprise-wide **learning** plan.

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PREPARING FOR THE REAL KNOWLEDGE ORGANIZATION.
ABSTRACT: Discusses ways to improve an organization. Concept of learning organization; Several types of organizational knowledge; Examples of technological developments that play an important role in the movement toward focus on knowledge; Factors that need to be considered when shifting focus to knowledge.

PRINCIPLES OF BUSINESS PROCESS REENGINEERING, TQM AND THE LEARNING ORGANIZATION.
ABSTRACT: Discusses the advantages of linking or integrating the three broad phases of a development project with three evolving concepts in project management. Integration of business process reengineering in the pre-project planning phase; Total quality management in the project execution phase; Building tenets of learning organization in the post-project learning phase.
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PROJECT MANAGEMENT LEARNS NEW LESSONS.
ABSTRACT: Discusses the lessons learned by project management from the concept `learning organization.' Discussion on organizational knowledge; Implementation of basic lessons-learned idea. INSET: Ask the manager.
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THE PROJECT WORKPLACE FOR ORGANIZATIONAL LEARNING DEVELOPMENT.
ABSTRACT: This paper conceptually examines how and why projects and project teams may be conceived as highly generative episodic individual and team learning spaces that can serve as vehicles or agents to promote organizational learning. It draws on and dissects a broad and relevant literature concerning situated learning, organizational learning, learning spaces and project management. The arguments presented signal a movement towards a project workplace becoming more organizationally acknowledged and supported as a learning intense entity wherein, learning is a more conspicuous, deliberate and systematic social activity by project participants. This paper challenges conventional and limited organizational perceptions about project teams and their practices and discloses their extended value contributions to organizational learning development.
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PROJECT-BASED WORKPLACE LEARNING: A CASE STUDY.
ABSTRACT: Proposes an approach to workspace learning that is linked with organizational objectives and integrated with project management. Characteristics of learning organizations; Conceptual foundation of project-based workplace learning.

THE RELATIONSHIP AMONG LEARNING ORGANIZATION, INTERNAL MARKETING AND ORGANIZATIONAL COMMITMENT.
Northeast Decision Sciences Institute. 56-61.
ABSTRACT: This study probes into the relationship of learning organization, internal marketing activities and staffs' organizational commitment via an empirical study in a medical center that has implemented learning organization for several years. We take the nurses who work in the medical center as samples. The results show that the dimensions of experience, structure, culture and information of hospital learning organization have significantly positive correlation to value commitment, work-hard commitment and retaining commitment of staffs' organizational commitment. The vision and training dimension of hospital internal marketing have significantly positive correlation to incentive and value commitment and work-hard commitment of staffs' organizational commitment. And the incentive and communication dimension of internal marketing have significantly positive correlation to value commitment and work-hard commitment dimensions of staffs' organizational commitment.

RELATIONSHIP BETWEEN LEARNING ORGANIZATION AND QUALITY OF WORK LIFE: A COMPARATIVE STUDY OF IRAN AND INDIA.
ABSTRACT: The purpose of this study is to examine the relationship between learning organization and quality of
work life. The study was conducted using different samples from Iran and India with the objective of carrying out a comparative analysis. The respondents were full-time faculty members of Panjab University and Shiraz University. Descriptive and co-relational analyses were carried out. The results of the comparative analysis indicate that faculty members of Panjab University in India tend to perceive their place of work to be high on the components of learning organization and quality of work life as compared to their counterparts from Shiraz University in Iran. The study also brings to light that there is a significant relationship between application of learning organization components and quality of work life.


RELATIONSHIP BETWEEN LEARNING ORGANIZATION AND TRANSFORMATIONAL LEADERSHIP: BANKING ORGANIZATIONS IN INDIA.


ABSTRACT: The study identifies the relationship between transformational leadership and learning organization in the banking sector in India and concludes that transformational leadership plays a vital role in the development of learning organization. It further contends that two major characteristics of the transformational leader, i.e., articulate vision and intellectual stimulation tend to provide the members of an organization with a sense of direction and creative thinking which in turn enhance organizational learning in turbulent environment.

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RESHAPING THE LEARNING FUNCTION TO BRIDGE TALENT GAP.


ABSTRACT: The article focuses on new approaches to reshape learning function of employees in order to bridge talent gap in various organizations in the U.S. With the convergence of continued business expansion and the multiplicity of talent challenges confronting the business sector, a new kind of learning department is developing. New learning organizations will emphasize on-demand, informal learning, which helps employees to reach the level of expertise faster. Meanwhile, the new organization is driven by talent and leadership gaps, critical skills shortages, and corporate culture. To gauge the effectiveness of the program, short questionnaires and self-evaluations are used, in which participants are asked to briefly describe how the program affects their job performance.


RESHAPING THE WAY WE VIEW THE WORLD.


ABSTRACT: This article discusses the meaning and scope of learning organizations. Organizational learning is suggested to be a way of changing an organization in a new form, called learned organization or knowledge organization. According to the author, there is a critical need to identify and promote a new paradigm for learning in organizations that help the people move from an industrial era to a knowledge era. Management theorist Peter Senge has popularized the learning organization concept in his book "The Fifth Discipline." According to Senge, the learning organization reflects the transformation the society is going through, that is, the transformation from an industrial society to a knowledge society. The learning organization concept highlights that: learning is as natural as breathing, and should be acknowledged as such; learning should be an embedded part of the organization's culture; and continuous adaptation and improvement can only happen through continuous learning. Several studies have examined workers who have a performance orientation to work versus a learning orientation to work. The research results consistently demonstrate that the workers with the learning orientation achieve higher levels of productivity, and do it with more enjoyment and satisfaction.


RETHINKING ORGANIZATION DEVELOPMENT FOR THE LEARNING ORGANIZATION.


ABSTRACT: Examines the concept of organization development (OD) for learning organizations. Application of organization development to learning organizations; Emphasis of OD; Definition of learning organization.


RETHINKING THE LEARNING ORGANIZATION.


ABSTRACT: In this contribution the aim is to rethink the known concept of the Learning organization (LO), as advocated by Senge (1990), and bring it to our new 21st century, as the 'Century of Complexity' (Hawking, 2000). It can be shown that we need to escape the danger of linear thinking to overcome the fallacies of thinking about the LO. We have to learn to think in a new way. We start with the idea that complexity can be self-potentiating (Rescher, 1998). With this concept of complexity we may show how the concept of the LO may be turned into an
effective kind of complex organization: both in theory and in practice! To do so, we need to replace the systems thinking as the cornerstone of the LO, as sketched in Senge (1990). System thinking is too limited for this. We really need a shift of paradigm; that is towards the 'paradigm of complexity'. This is the fundamental and foundational corner stone for the new LO. The old paradigm is 'simply' not sufficiently complex. We need a better link between network thinking and complexity thinking to show the effectiveness of complexity for the LO. We take organizations as networks of relations in permanent states of flux and transformation. In our modelling of the network of relationships in flux, we are able to show the potential nonlinear effects over time. These effects are thriving on human interaction within personal relationships, conceived as 'learningful' relationships (Senge, 1990).

We need a new, extended causal framework (ECF) to model the extended force structure, considered to be operative in the LO, with hitherto unknown generative forces (Morgan, 1997). With our new modelling of the complexity involved in the LO, we may show how bootstrapping processes may be 'at work' in the LO, operating within bootstrapping configurations of dynamic, interconnected loop networks. With our modelling, we can become knowledgeable about these processes, to show their generative power to produce functional bootstrapping in the dynamic network of a LO. The promising new path of developing a richer sort of LO, then, will be to turn complexity into effective complexity, to make it really advantageous for an organization. Our generative approach of complexity, with new concepts, generative principles and generative mechanisms, may open the space of possibilities in a new world of the possible; that is, of the new LO. The new concept of the LO is a webbed, transitory network of dynamic structures with a webbed architecture and transitory processes between transitory human beings operating in these complex networks. The new paradigm of complexity and the new thinking in complexity are the tools for the 'building' of a surprisingly efficient Learning organization. This means the creation of a new organizational reality (Morgan, 1997).

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THE ROLE OF THE INDIVIDUAL – A KEY TO LEARNING IN PREPAREDNESS ORGANIZATIONS.


ABSTRACT: A well functioning societal response to crises is benefited by individuals having adequate skills and knowledge. From a municipal perspective this requires the creation of a learning organization. The objective of this study is to determine whether individual municipal employees, who have the responsibility for preparedness planning, reason and act in ways that promote learning about crises and preparedness issues throughout the municipal organization. Analysis of interviews with preparedness planners in six Swedish municipalities on their strategies for preparedness planning, reveal that preparedness planning too often becomes a demarcated activity, restricted to not more than a handful of individuals. This study indicates that one reason for why the preparedness work becomes demarcated is that individuals central to the preparedness planning are not taking on roles for acting in ways that are required in order for a learning organization to be established.


SELF-DIRECTED LEARNING AND THE LEARNING ORGANIZATION: EXAMINING THE CONNECTION BETWEEN THE INDIVIDUAL AND THE LEARNING ENVIRONMENT.


ABSTRACT: This chapter articulates the connection between self-directed learning (SDL) and the learning organization. Although there is much literature on developing learning organizations and there has been some work addressing SDL in the workplace, there is a paucity of work analyzing the connection between self-directed learners and their place in a learning organization. An analysis of the literature on both learning organizations and SDL, however, identifies learning environments that are strikingly similar. This chapter explicates these relationships and proposes some recommendations for practice and for future research.

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THE SEMANTIC LEARNING ORGANIZATION.


ABSTRACT: Purpose - The aim of this paper is introducing the concept of a "semantic learning organization" (SLO) as an extension of the concept of "learning organization" in the technological domain.

Design/methodology/approach - The paper takes existing definitions and conceptualizations of both learning organizations and Semantic Web technology to develop the new concept. Findings - The main points in which Semantic Web technology can be applied to learning in organizations are identified, and ontological accounts of organizational earning behaviour are pointed out as the main open question to develop the concept of a SLO. Originality/value - The paper provides a new conceptual framework for Semantic Web applications in organizational learning, which can be used as a roadmap for further research.

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SHARING KNOWLEDGE.
ABSTRACT: Discusses the need for an organization to share knowledge and to have people who can trust one another through difficult systemic changes. Depth of commitment required to build a learning organization; Difference between knowledge sharing and information sharing.
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SPACE, VISION AND ORGANIZATION LEARNING.
ABSTRACT: The concept 'open-plan office' has captured the corporate imagination. Most research in the area assumes that spatial layouts of work places enhance social interaction and communication among individuals, thereby facilitating learning, sharing and transfer of knowledge. However, absent from these discussions is the significance of visual aspects of space. Drawing on case studies, the article attempts to highlight the link between the visual, perceptual features of space and effects on organizational learning. Whereas Foucauldian vision models over-emphasize inscribing practices in the learning process, this article argues for the significance of incorporating spatial practices, suggesting that organizational learning is the outcome of an interplay of incorporating and inscribing practices. Incorporating practices, as responses to a body in a perceptual space, produce inscriptions that congeal into organizational learning, organizational rules, procedures and routines, and involve an intertwining of vision and movement, of active engagement of the body with the physical environment.
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A STEP IN THE RIGHT DIRECTION? INVESTORS IN PEOPLE AND THE LEARNING ORGANIZATION.
ABSTRACT: Investors in People (IIP), the state-sponsored workplace training initiative, has been interpreted as a tool which managers can apply towards developing a learning organization. In this paper we seek to evaluate the validity of this claim on the basis of a qualitative study of six case-study organizations which explores the social and micro-political aspects of IIP from the viewpoints of senior managers, personnel and line managers and employees involved with the standard. We suggest that implementation of IIP involves negotiating a central paradox — the tension between the hard, content-focused nature of the IIP framework and the softer, process-focused nature of much workplace learning. In particular, the administrative aspects of implementation associated with the standard can obscure the social processes of sense-making and collective negotiation of meaning, which are integral aspects of organizational learning. This can lead to an objectification of learning and may not allow for the participatory negotiation of meaning crucial to forming a community of practice. IIP continues to form a central part of the British government's workplace learning agenda and it is now also being developed as an international standard. We conclude, however, that this institutionalization of practice has the potential to inhibit organizational learning.

STIMULATING AND EVOLVING KNOWLEDGE–ORIENTED IMPROVEMENT PROCESSES IN A BUSINESS ENTERPRISE.
ABSTRACT: It is observed that concepts of a learning organization and of knowledge management intended to better utilize the intellectual assets of a business enterprise in supporting continuous improvement and innovation are appealing in principle, but difficult to implement in practice. A significant repertoire of competencies and practices must be acquired or refined, which takes investment and time. A need for performance measurement to demonstrate benefits is also noted. Two case studies illustrate some issues and strategies associated with the implementation of knowledge-oriented improvement processes. Some "maps" to assist in understanding an enterprise's current position and what may be encountered on the journey ahead are presented.
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STRATEGIC DOWNSIZING AND LEARNING ORGANISATIONS.
ABSTRACT: Discusses the importance of individual qualities and collective learning as a key determinant of organizational success. Identification of measures to overcome losses caused by downsizing; Concept of the learning organization; Provision of useful learning trajectories for modern organizations.
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STRATEGIES OF RENEWAL: THE TRANSITION FROM 'TOTAL QUALITY MANAGEMENT' TO THE 'LEARNING ORGANIZATION'.
ABSTRACT: Total Quality Management (TQM) and the Learning organization (LO) are two management practices for
dealing with the problem of organization renewal. From a more detailed study and with a transformational dynamic and interactive perspective, the two are not only mutually non-exclusive but even that they are found to be mutually complementary in the renewal process. This article focuses on the process of TQM&LO transition on the premise that certain complementarities exist between the two systems that facilitate the implementation of organization renewal, and also on the identification of key factors facilitating the transition. The review of the literature, the comparative analysis of the two systems, and the presentation of a case study (Electrical and Fuel Handling Division - VISTEON) in which two of the authors have participated; enriched by applying the perspective of 'learning history', constitute the nucleus of this article.

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TECHNOLOGICAL CONSIDERATIONS IN LEARNING ANALYTICS.
ABSTRACT: This article reports that the learning analytics technology is an enabling tool that can significantly assist learning organizations to understand how to better educate and develop employees, partners and customers. Online and e-mail-based data-collection devices can be used to improve reporting timeliness and decrease costs, though response rates may drop. For example, Eaton Corp.'s Eaton University uses e-mail to collect post-class, follow-up and manager evaluations. Scanning technologies can be leveraged to import raw data into analytics technologies. Robin Killeen, a project manager for Discover Card said that although they collect their learning evaluations in a paper-based manner, they have systematized the processing of the data via scanning technologies.

TENETS OF KNOWLEDGE.
ABSTRACT: Points out the characteristics of knowledge and intelligence. How should business enterprises should organize to become a learning organization; Utilizing knowledge and intelligence for the benefits of the company.
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TO COME OF AGE: THE ANTECEDENTS OF ORGANIZATIONAL LEARNING.
ABSTRACT: The twin ideas of organizational learning and the learning organization have recently fired the imagination of many academics, consultants and practising managers. There is, however, a pressing need for empirical research to examine the origins and development of these closely related concepts. The qualitative research underpinning this paper was conducted over a three-year period (1994-97) and involved detailed examination of organizational learning aspirations and practices within the UK operations of five major manufacturing companies. Sixty-six interviewees were classified into three groups - strategy, human resources, and research and development - and the data gathered were analysed using the conceptually clustered matrix technique. This led to the identification of a set of six antecedents which together explain the rise to prominence of organizational learning. These six antecedents are: the shift in the relative importance of factor demands being placed on all businesses by customers; increasing dissatisfaction, among managers and employees, with the traditional, command-and-control, management paradigm; and the intensely competitive nature of global business. A model is unfolded which explains the ready acceptance and rise to prominence of the organizational learning phenomenon. A valuable feature of the model is that it demonstrates the interplay of thoughts and feelings between management practitioners and theorists. A
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TO WIN, CREATE A LEARNING ORGANIZATION.
ABSTRACT: Focuses on the different ways in creating a learning organization. Job responsibility; Importance of formal teaching; Study on the history of the learning organization.
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TOWARD A LEARNING ORGANIZATION: THE STRATEGIC BUILDING BLOCKS.
ABSTRACT: Reports on the development of a learning organization. Questions raised by managers on the concept of a learning organization; Definition of the learning organization; Details on how to build a learning organization; Advantages of organizational learning.
TRANSFORMING THE PRACTICE OF MANAGEMENT.
ABSTRACT: Traditional resource-based organizations are giving way to knowledge-based organizations, a fundamental change that requires a transformation of the practice of management. Knowledge-creating companies will require distributed leadership built on a four-level foundation of philosophy, attitudes and beliefs, skills and capabilities, and tools (artifacts).

UNDERSTANDING AND CREATING WHOLE ORGANIZATIONAL CHANGE THROUGH LEARNING THEORY.
ABSTRACT: The management of change has become characterized by an atheoretical pragmatism, overfocused on the political aspects of the change process. Emerging interest in the learning organization provides an occasion to remedy this, by developing a theory of change which is more congruent with the requirement to build learning capacity within organizations. The result should be to place learning theory more centrally within the theory of planned organizational change. This should also reinvigorate action research by defining a wider range of learning technologies and perspectives. The argument is developed by first reviewing theories of learning employed in organizational change. The notion of communities-of-practice is then developed as a core concept to highlight the paradoxical processes of inertia and change centered on groups. A series of examples is then drawn from a recent action research project in order to illustrate the possibilities for applying learning theory. Finally, a research agenda is set out for exploring the role of communities-of-practice, with some preliminary observations from a study of small-medium enterprises.
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THE USE OF ORGANIZATIONAL LEARNING MECHANISMS: ENVIRONMENTAL, MANAGERIAL, AND CULTURAL CORRELATES.
ABSTRACT: The present paper is an attempt to better understand the driving forces of organizational learning. The study rests on the premise that organizational learning is neither sporadic process nor an accidental outcome. As a matter of fact, organizations can effectively learn only by means of systematic collection, storing, analysis, and utilization of knowledge. Hence, the notion of organizational learning in this research is represented by a composite index measuring the extent to which organizations methodically apply a series of learning mechanisms such as those stated above. For the purpose of this study, 75 departments were sampled from two different organizations. One organization renders financial services, and the other organization provides military products. Data were collected by means of questionnaires administered to over 360 supervisors and their subordinates in those departments. Four hypotheses concerning the relationships between the nature of the departments environment, culture, leadership and the application of learning mechanisms were statistically tested. The research findings indicate that the application of learning mechanisms by a given department is correlated with its environment, its culture, and its leadership. However, those variables differ in their connection to the learning mechanisms. Taken together, the learning-supportive organizational culture is the key-factor and the best predictor of learning organizations. This study contributes to the body of knowledge on organizational learning by linking together internal with external sets of variables. Following this method, the study reveals how interactions between organizational and environmental variables affect learning processes.

VOCATIONAL REHABILITATION IN THE 21st CENTURY: SKILLS PROFESSIONALS NEED FOR SYSTEMS SUCCESS.
ABSTRACT: The public vocational rehabilitation (VR) system in the United States faces many challenges in the 21st century. To prevail amid such challenges, rehabilitation professionals will need to embrace several specific skills (anticipating change, engaging in more generative than adaptive learning to make rehabilitation organizations true "learning organizations" and adoption of a comprehensive ecological framework for planning VR system change). As a preface to understanding these skills, this paper discusses the current developmental stage of the public VR system, followed by lessons learned in its first century of existence, as well as some logical propositions about the future of VR.

WHAT LEADERS SHOULD KNOW ABOUT QUALITY CIRCLES, TQM AND LEARNING ORGANIZATIONS.
ABSTRACT: For the past two decades, leaders in the public and private sectors have experimented with a series of management innovations to empower the work force and improve performance within the organization. Three key concepts have emerged. The quality circle (QC) movement was first introduced in the early 1980's to increase
productivity, improve quality, and more actively involve the work force in decision making. A few years later, Total Quality Management (TQM) introduced new tools and methods to effect organizational change. One of the latest evolutionary concepts of the 1990's is the learning organization (LO). QCs, TQM and LOs represent methods, tools and ideas to help strategic and operational leaders guide their organizations. The key is understanding the theory and how to apply it. Accordingly, leaders should know how QCs, TQM and LOs evolved, how they work, and how they can be part of a vision to enhance organizational change to meet the challenges of an uncertain future. Those that do will increase their chances to successfully lead their organizations through the increasingly competitive and dynamic environment of the twenty-first century.

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WHEN OPPOSITES ATTRACT: BUILDING A LEARNING ORGANISATION.
ABSTRACT: The article offers a look at how merged ANZ Bank and National Bank of New Zealand established a learning organization despite their difference. It was the first time in New Zealand that banks this size had merged and the first time internationally that a bank had chosen to operate a dual brand strategy. The merger also poses problems because the banks are very separate and distinct. The article also explores the challenges encountered in the merger.

WHY CREATING A LEARNING ORGANIZATION LEADS THE HIGH TECH FIRM TO SUCCEED.
ABSTRACT: The article discusses the importance of the creation of a learning organization for the success of a high technology firm. According to the author, the organization that learns well from the form of organizational structure functions well. He claims that leadership is required in a high-uncertainty business and high-technology environment. He states that businesses that learn and has the ability to identify the value of external information adapt better.