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Learning Organization

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Abstract: ***The purposes of this paper are to develop a comprehensive understanding of how 'learning organizations' can be created and to provide a partial evaluation of the literature with a view to developing propositions for the future research agenda. To these ends, the paper analyzes the components of 'learning organizations,' deals with the barriers to organizational learning and several strategies for coping with them, draws upon the works of Morgan—single-loop learning and double-loop learning, of Flood and Romm—triple-loop learning, handles the work of Senge—a case of systems thinking, and then evaluates the ideas of main contributors of chaos and complexity theory from the managerial standpoint. In light of these intellectual constructs, the paper proposes a framework for managers in which the essential properties of complex systems that are capable of learning are set out. The paper also provides new propositions for future research.***
Keywords: chaos, cognitive, complexity, learning organizations, organizational learning.

I. INTRODUCTION

The paper aims to generate a wide-ranging appreciation of learning organizations' and to provide a partial assessment of the literature with a view to developing new propositions for future research.

The first section, titled "the components of learning organizations," both uncovers the difference between organizational learning and learning organizations and shapes the intellectual framework of the argument in this paper.

The second section, titled "the barriers to organizational learning and several strategies for coping with them," both identifies several cognitive biases of managers composed of prior experience and customary way of thinking that shape their perception and interpretation of problems as decision makers and proposes some of the strategies to challenge these mind-sets in order to promote organizational learning. The aims are to make managers aware of the cognitive biases—embedded beliefs and values by which they are trapped in their decision-making processes and to propose several alternatives for coping with them.

The third section, titled the "works of Morgan, and Flood and Romm," analyzes the studies of these significant contributors to organizational learning. The work of Morgan is based upon the principles of modern cybernetics that emphasizes the significance of both single loop learning and double-loop learning. The assumption is that organizations should be designed and managed so that they can cope with the challenges of their turbulent environments. The work of Flood and Romm emphasizes the significance of triple-loop learning or equally important centers of learning—design-oriented, debate-oriented, and power/knowledge-oriented learning in organizations.

The fourth section, titled the "work of Senge," gives a detailed account of his five disciplines—'personal mastery', 'mental models', 'team learning', 'shared vision', and 'systems thinking.' The idea is based on the assumption that organizational members constantly intend to expand their capacity to create desired results, to develop new patterns of thinking, and to mutually learn how to learn. To ensure these aims they must use five disciplines at different organizational levels, which govern the behavior of their organizations.

The fifth section, titled "an evaluation of chaos and complexity theory from the managerial standpoint," analyzes the Chaos and Complexity theory and its managerial perspective on the basis of the works of Gleick, Stacey, and Wheatley. The purpose is to insert the attributes of this thought-provoking theory into the cells of learning organizations at the age of interdependence.

The sixth section, titled "the essential properties of learning organizations," develops an analytical discussion by making reference to the intellectual constructs revealed in the argument. The aim is to list the essential properties of learning organizations, which might be used by managers.

The seventh section, titled "research agenda," provides an assessment of Morgan's and Flood and Romms,' studies and Chaos and Complexity theory.

II. REVIEW OF LITERATURE

A study found that learning organizations have a positive effect on knowledge performance, which in turn positively affects financial performance.

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Some benefits of a learning organization include:

- Growth
- Better customer relationships
- Improved efficiency
- Competitive advantage

1) Talent Culture

Some essential traits of a learning organization include:

- Flat organizational structure
- Innovative problem-solving approach
- Collaborative learning environment
- People-oriented leadership
- Mutually accepted vision

A learning organization is a company that continuously learns and develops itself by creating new knowledge. The goal is to create a culture where employees are encouraged to learn and grow. Some characteristics of a learning organization include:

- Continuous learning: Employees are encouraged to develop and acquire new skills to keep pace with changing market demands.
- Personal mastery: Employees commit to continuous learning and personal growth.
- Systems thinking: An approach to problem solving that takes into account the overall system and its individual parts.

Peter Senge popularized the concept of the learning organization with his 1990 book, The Fifth Discipline: The Art and Practice of the Learning Organization.

III. OBJECTIVES

1) Foster a Culture of Continuous learning : Create an environment where employees are encouraged and supported to continuously learn and develop new skills.

2) Enhance Knowledge Sharing: Promote the sharing of knowledge and best practices across the organization to leverage collective expertise.

3) Encourage Innovation: Support and incentivise innovative thinking and experimentation to drive growth and improvement.

IV. RESEARCH METHODOLOGY

This section provides an assessment of Morgan's and Flood and Romms' studies as well as Chaos and Complexity theory with a view to developing new propositions for future research.

I argue that the work of Morgan (1997b) in single-loop learning and double-loop learning is open to criticism. It solely gives tolerance to between design-oriented and debate-oriented single-loop learning. It impairs the quality of learning because it overlooks the significance of power-knowledge connections. Alternatively, Flood and Romm (1996b; 1997) extended this tolerance to the three centers of learning and preserved the diversity within each center of learning. The manager should be fully aware of asking three questions simultaneously: Are we doing things right, are we doing the right things, and is rightness buttressed by mightiness and vice versa? They loop between three questions. This helps managers be aware of dilemmas and develop a discourse for each center of learning or get rid of means and ends that serve the interests of powerful. However, this approach is still open to criticism, because it neglects material conditions in reality. It is completely normative. In other words, it fails to explain how could problematic debate processes distorted by coercive forces be prevented? What is the structure of a collaborative approach? What is the process of a creative dialectic? Who are the participants? Who chairs the process? Are participants only powerful stakeholders? What about the viewpoints of those who are silenced or less privileged? Equally important, how would you ensure a good idea that arises from a dialectic in which the interests of those who are subjugated reflect false needs and false goals? Seeking answers to such questions could be significant areas for future research.

In the Chaos and Complexity theory there was an assumption that the organization should preserve a balance between its legitimate system—clear structures, rules and procedures and the shadow system—challenge, tension and chaos arising from the external environment. The organization should be positioned at the edge of chaos.

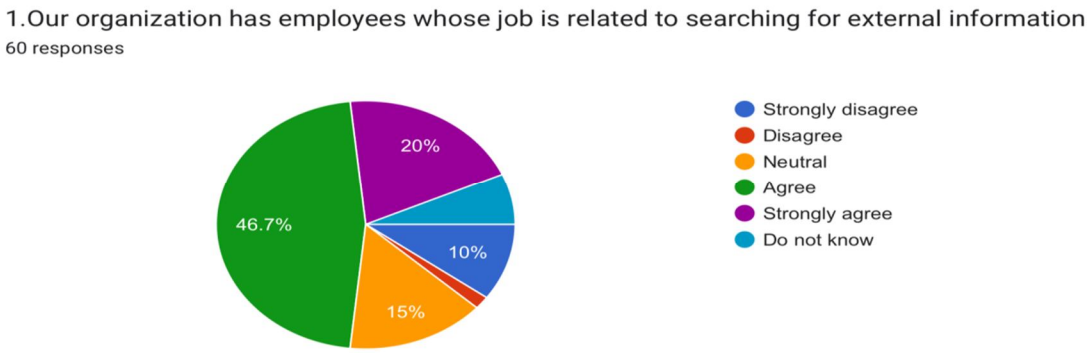
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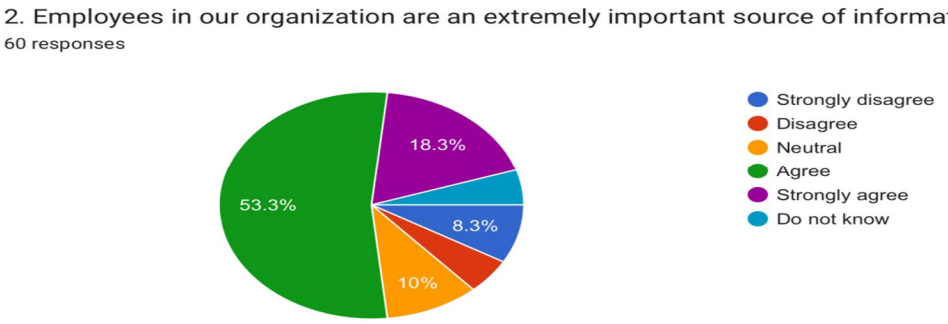
At this stage, the organization should not empower its legitimate system, which would otherwise give rise to the prevention of questioning of goals and the removal of conflict and change. Likewise, if the shadow system becomes too strong, it endangers the pursuit of the organization's primary task. This prevents innovation from taking place.

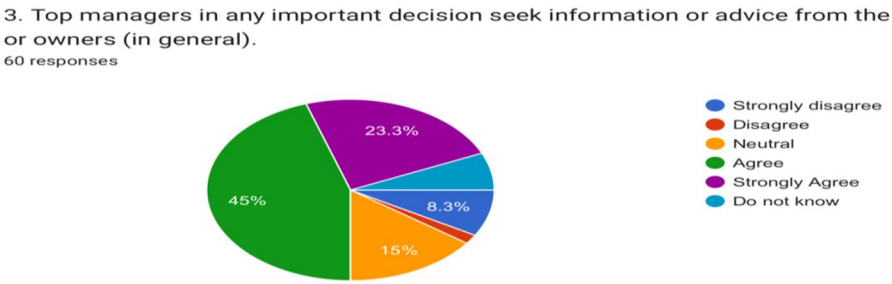
However, the Chaos and Complexity theory from the managerial standpoint does not give any indication of how do managers maintain a certain amount of stress in organizations? What are the attributes of the midpoint between the legitimate system and the shadow system?

How do they cope with the symptoms of high stress, such as constant fatigue, low energy, moodiness, increased aggression, excessive use of alcohol, temper outbursts, compulsive eating, high levels of anxiety, and chronic worrying, which would give rise to a colossal collapse in performance and profitability? And how do they help employees handle stress? These issues could be significant topics for future research.

V. DATA ANALYSIS

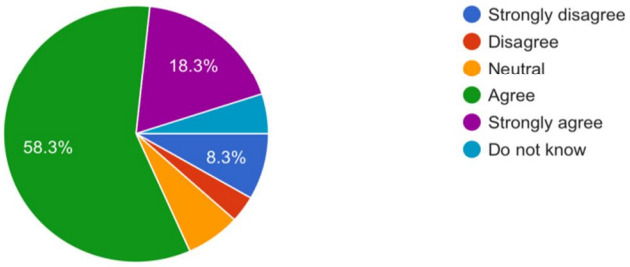






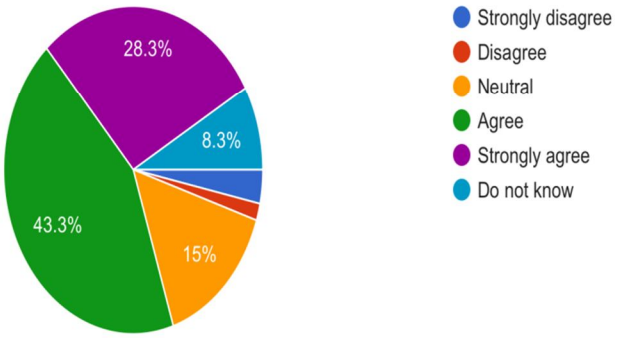
4.We frequently send our employees to various seminars, workshops, conferences with intention to acquire information.

60 responses



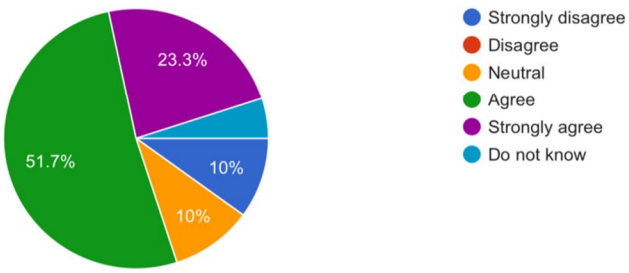
5. Expertise on the industry, products, and services is an extremely important criterion for hiring a new employee

60 responses



6. Previous decisions are a very useful source of information for current decisions.

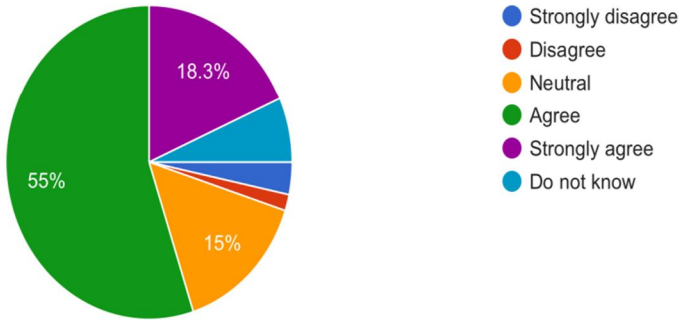
60 responses



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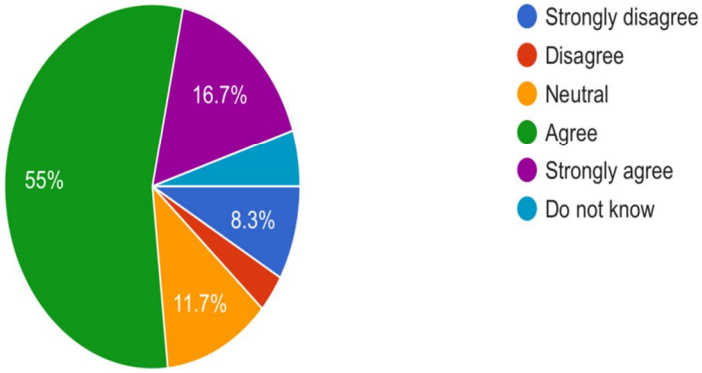
7. Our organization uses a clipping service - the regular collection of papers and articles of interest to us.

60 responses



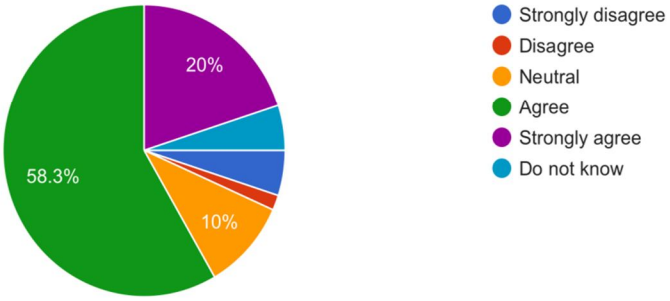
8. In our organization we explicitly reward employees that are a source of quality information.

60 responses



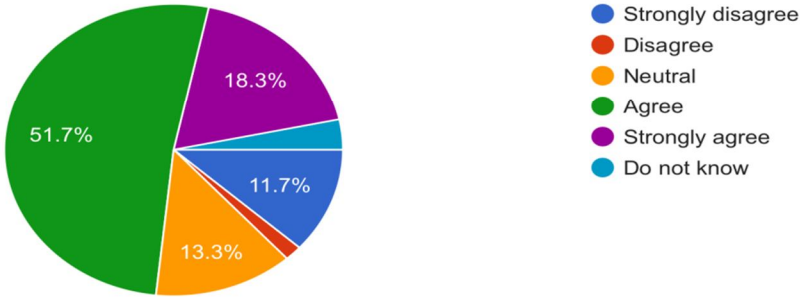
9. New business methods and services are always worth trying even if they may prove risky.

60 responses

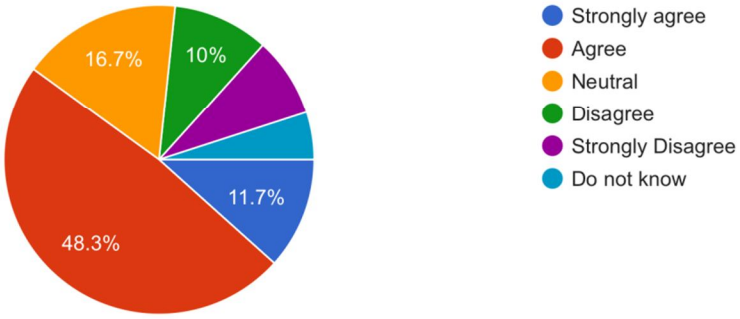


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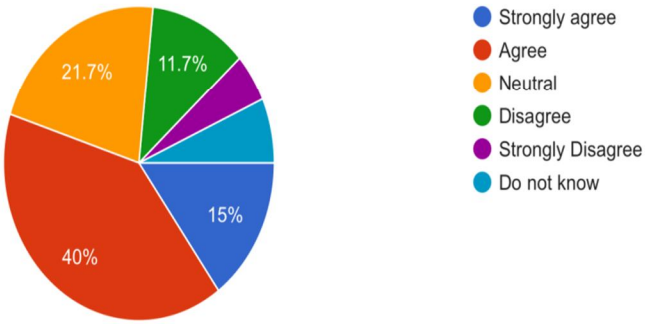
10. In our organization we often organize internal training of our employees
60 responses



11. Reports prepared by external experts are an extremely important source of information.
60 responses



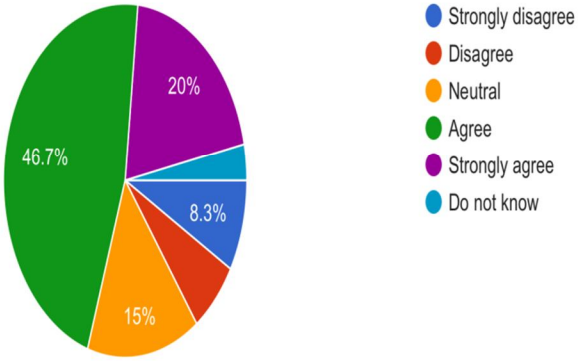
12. Top managers in any important decision seek information or advice from sources outside the company (hiring experts, contacting top managers of other companies, etc).
60 responses



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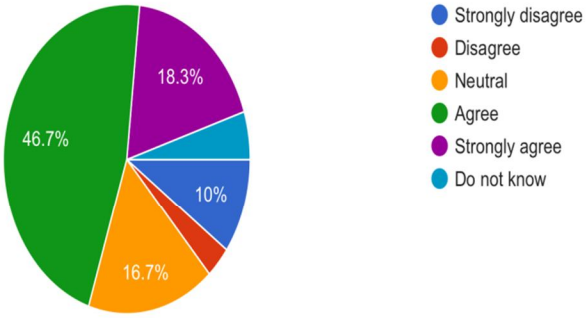
13. Our competitors are an extremely important source for learning new methods and services

60 responses



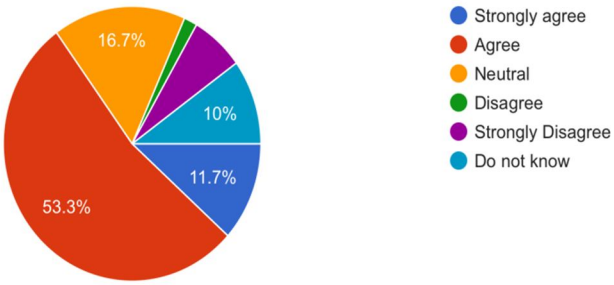
14. External sources (reports, consultants, newsletters, etc.) are extremely important for the operations of our organization.

60 responses



15. Joint tasks and mergers contribute a great deal of knowledge about industry and economic environment, new methods and services/products.

60 responses



VI. FINDINGS

Results indicate that the extent of organizational learning is below the expected level in both public and private sectors. Significant difference exists between public and private organizations in terms of the extent as well as dimensions of organizational learning. As leadership has emerged as the most valued factor in the private sector institutes and third among eight dimensions in the public ones, the onus lies in leading these institutes with able managers who inspire the employees to learn and adapt. The management has opportunity to enhance the potential of the academic institutes for learning by choosing effective leaders who provide direction and vision for employees. The role of transformational leadership is important in the context of Indian technological institutes.

VII. SUGGESTIONS

1) Define a vision: A shared vision is a vital trait of a learning organization. It can inspire innovation and imaginative thought.
2) Encourage continuous learning: Employees should be encouraged to continuously develop and acquire new skills.
3) Create a supportive learning environment: Leadership behaviours can help create and sustain supportive learning environments.
4) Promote systems thinking: Systems thinking is understanding how things influence one another within a whole. In an organization, it means viewing the company as an interconnected system.
5) Foster team learning: Team learning is important for accomplishing excellent functional team dynamics.
6) Encourage experimentation: Encourage experimentation and learning from failures.
7) Establish feedback and evaluation mechanisms: Establish mechanisms for feedback and evaluation.
8) Invest in learning and development: Invest in learning and development resources.
9) Create T-shaped employees: Create employees with a deep understanding of niche knowledge.
10) Provide on-demand learning: Provide seamless knowledge discovery and on-demand learning.
11) Promote self-reflection: Encourage learners to evaluate and assess their current cognitions through self-reflection.

VIII. CONCLUSION

The paper has developed a wide-ranging understanding of how learning organizations can be created as well as partly assessed the learning organizations literature with a view to developing new propositions for future research.

It has proposed that a learning organization is not only a system that purposefully designs and constitutes its structure, culture, and strategy that allow both explorative and exploitative learning, but also one that pays attention to the cognitive biases or mind-sets of its members and several strategies for coping with them, to the single-loop learning, double-loop learning, and triple-loop learning, to the recognition of the effects of hierarchical levels of learning, and to the importance of Chaos and Complexity theory.

In light of these appropriate and diverse intellectual constructs, the paper has revealed the attributes of learning organizations through outlining specific guidelines for managers and evaluated the part of the literature to determine the research agenda.

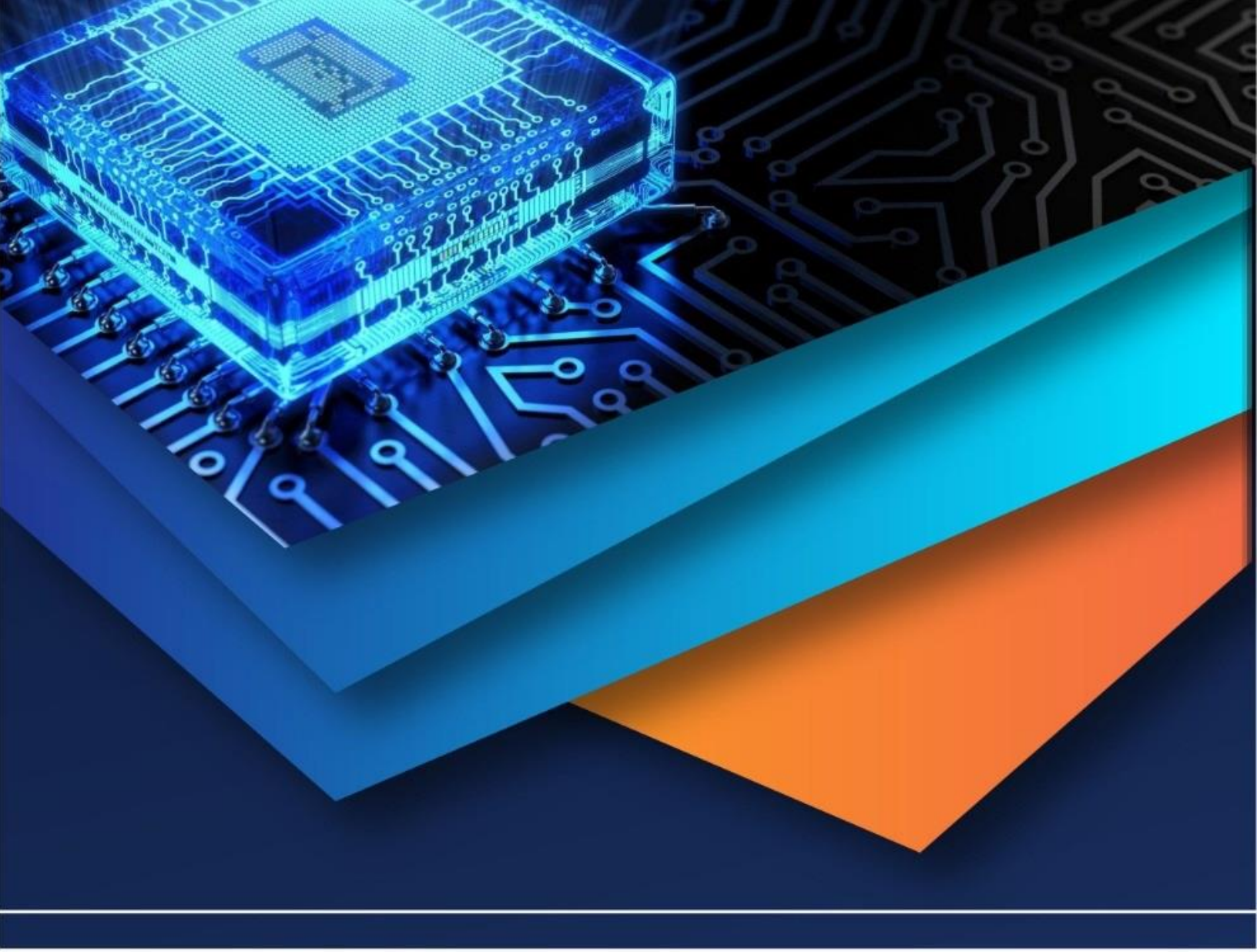
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