Organizational Learning A Theory Of Action Perspective Addison Wesley Series On Organization Development

The fully revised and updated version of this successful Handbook is welcomed by management scholars world-wide. By bringing together the latest approaches from the leading experts in organizational learning & knowledge management the volume provides a unique and valuable overview of current thinking about how organizations accumulate 'knowledge' and learn from experience. Key areas of update in the new edition are: Resource based view of the firm Capability management Global management Organizational culture Mergers & acquisitions Strategic management Leadership

Organizational Learning: An Integrated HR and Knowledge Management Perspective draws on a broad and multi-disciplinary base to look at the origins and practice of organizational learning. It critically considers the nature of organizational knowledge as a social construct; pedagogical issues around learning as individuals, groups, teams and whole organisations; and technological issues around the development of knowledge-based information systems. Supporting case studies are provided throughout the book, and readers will also benefit from a companion website which expands on the key themes of the text. Organizational Learning will enable readers to develop and implement strategies for ensuring long-term access to the embedded knowledge and experience of an organization. This textbook will be invaluable

reading for undergraduate and postgraduate students on organizational learning, HRM and knowledge management courses.

The Organizational Learning Cycle was the first book to provide the theory that underpins organizational learning. Its sophisticated approach enabled readers to not only understand how, but more importantly why, organizations are able to learn. This new edition takes the original concepts and theories and shows how they might, and are, being put into action. With five new or completely revised chapters, Nancy Dixon describes the kind of infrastructure organizations need to put in place; there are examples of knowledge databases, whole systems in the room processes and after-action reviews originating from organizations that are making real progress with these ideas. A clearer relationship between organizational learning and more participative forms of organizational governance is drawn, along with responsibilities that employees need to take on to enable, and partake in, collective learning. With new case material from BP, the US Army, Ernst and Young, and the Bank of Montreal, for example, this book shows how you can make use of the collective reasoning, intelligence and knowledge of the organization and channel it into its ongoing and future development.

From the perspective of behavioural science, this book systematically investigates organizational learning in Chinese organizations based on multilevel theory over the past 20 years. The findings contribute to the theory and practice of organizational learning and give insights into the construction of learning organizations. Revisiting existing studies on organizational learning, the author reconceptualises organizational learning and constructs an integrative model, which is corroborated and then supplemented by empirical research. Based on samples and materials from 3,000 managers and employees in organizations from all over

China, the book further elaborates this integrative model covering the multilevel structure, trans-level functions and generative mechanisms that figure prominently in organizational learning in Chinese organizations. This framework helps enhance the organizational learning ability and the establishment of a learning culture, while offering possible directions for updating research methods and a stereoscopic theory of organizational learning. The book will be a good reference for management practitioners, students and academics interested in organizational behaviour, human resource management, innovation management, and multilevel perspective. It is now widely accepted that organizational maturity is dependent on being able to reorganize on a continuous basis and learn faster and more effectively than your competitors. Organizations that want to be sure they are competing at the highest level need clear indicators that their organizational learning and development capability is fully functional. This new book by Paul Kearns focuses on the need for an evidence-based approach to learning and development, bringing together the author's extensive knowledge of HRM and organizational learning with new developments in the field. The book demonstrates how evidence evaluation can improve professionalism in organizational design and development, showing that this approach can create value not just for shareholders, but for employees and society as a whole. Organizational Learning and Development: From an Evidence Base is the perfect book for postgraduate students studying on evidence-based HRM courses and for the reflective learning and development practitioner.
This book presents a solid, research-based conceptual framework that demystifies organizational learning and bridges the gap between theory and practice. Using an integrative approach, authors Raanan Lipshitz, Victor Friedman and Micha Popper provide practitioners

and researchers with tools for understanding organizational learning under real-world conditions.

This handbook is currently in development, with individual articles publishing online in advance of print publication. At this time, we cannot add information about unpublished articles in this handbook, however the table of contents will continue to grow as additional articles pass through the review process and are added to the site. Please note that the online publication date for this handbook is the date that the first article in the title was published online.

This is the state-of-the-art, international handbook for a field of inquiry that is still emergent and yet occupies a central position in contemporary management and organization theory. Marjorie Lyles at the University of Indiana and Mark Easterby-Smith at Lancaster University, UK, draw together analyses and critical commentary from the leading experts on organizational learning and knowledge management around the world. Links are made to existing bodies of theory in the root disciplines of economics, psychology and social theory, while the challenging implications for research and future paths of inquiry are outlined and discussed. The definitive up-to-date guide to the field. Original contributions by the leading scholars of Organizational Learning and Knowledge Management world-wide. Editors internationally recognised authorities. Handbook shows links between 'knowledge' and 'learning' literatures. Indicates paths for future research and inquiry. 'Must Have' reference source for all scholars in this field. Organizational Learning and Knowledge: Concepts, Methodologies, Tools and Applications demonstrates exhaustively the many applications, issues, and techniques applied to the science of recording, categorizing, using and learning from the experiences and expertise acquired by the modern organization. A much needed collection, this multi-volume reference

presents the theoretical foundations, research results, practical case studies, and future trends to both inform the decisions facing today's organizations and the establish fruitful organizational practices for the future. Practitioners, researchers, and academics involved in leading organizations of all types will find useful, grounded resources for navigating the ever-changing organizational landscape.

The ability of a business to engage in real organizational learning and to do so faster and in a more sustainable way than its competitors is being increasingly seen as an essential component of success. In Making Sense of Organizational Learning, Cyril Kirwan examines the wide range of factors necessary to create and sustain organizational learning and knowledge at all levels. At the individual level, the generation of continuous learning opportunities and reflection on experiences are critically important. At the team level, it's about encouraging collaboration, team learning and the sharing of knowledge. At the organizational level, the emphasis is on building systems to capture and share knowledge and providing strategic leadership for learning. The book shows you how you can best exploit the knowledge that already exists within your organization while at the same time develop the capability of the people that work there. It deals in turn with individual learning; learning with others; learning in organizations; and in particular the role of the HR function and of line managers. Each chapter provides theoretical background and real-world examples. Diagnostic questionnaires, checklists and other tools are also included. Making Sense of Organizational Learning provides an evidence-based argument for the adoption of effective organizational learning policies and practices, and offers a real opportunity to improve performance. Thinking practitioners working in and around learning and development or organization development will find it invaluable, as

will those undertaking post-graduate study in HR and related disciplines.

Leading Organizational Learning brings togethertoday's top thinkers in organizationallearning—including Jon Katzenbach, Margaret J. Wheatley, DaveUlrich, Calhoun W. Wick, Beverly Kaye, and other thought andindustry leaders. This handbook helps business, government, andnonprofit leaders understand how to master learning and knowledgesharing within their organizations. This one-of-a-kind volumeis filled with chapters that directly address the most currentideas, concepts, and practices on the topic of organizationallearning. Acclaimed authors, world-renowned thought, global, andindustry leaders, managing directors, and presidents of leadingorganizations have contributed their original essays to thisprovocative collection. Leading Organizational Learning Offers ten guidelines to help key employees and knowledgeworkers do a better job of influencing upper management Demonstrates the best way to move ideas through anorganization Outlines the principles that facilitate knowledgemanagement Explains how people learn on the job Discusses how larger organizations can leverage their"bigness" Proposes a method of knowledge mapping to effectively organizeand use knowledge in decisionmaking Outlines the knowledge and attributes integral to the successof today's executives Discusses passing knowledge from person to person Explains how consultants can help organizations developideas Debunks the myths and explores the realities of knowledgemanagement

This book addresses a new concept, the organizational learning contract, a shared agreement among the faculty, staff, and students in an educational institution about what, how, where, and when learning should take place. Goodman, who has pioneered the concept in his work with new and traditional institutions, examines the consequences of strong and weak contracts

while bridging theory with practice. In the first section, Goodman develops the concept of the organizational learning contract, builds measures, and looks at the consequences of strong versus weak contracts on student and institutional effectiveness indicators. The second section, which includes the perspectives of two leaders of start-up institutions who have created new organizational contracts, explores issues of design and change in introducing the concept into new and existing institutions.

Acknowledgments -- Organizational learning and performance -- Learning as an individual -- Three metaphors of learning as an individual -- Thinking dispositions that foster learning -- Building a learning culture -- Transparency and pursuing truth -- Big picture thinking and learning -- Learning from failure -- Learning and innovation -- Leadership and building a learning culture -- References -- Appendix: learning culture survey

MORE THAN ONE MILLION COPIES IN PRINT • "One of the seminal management books of the past seventy-five years."—Harvard Business Review This revised edition of the bestselling classic is based on fifteen years of experience in putting Peter Senge's ideas into practice. As Senge makes clear, in the long run the only sustainable competitive advantage is your organization's ability to learn faster than the competition. The leadership stories demonstrate the many ways that the core ideas of the Fifth Discipline, many of which seemed radical when first published, have become deeply integrated into people's ways of seeing the world and their managerial practices. Senge describes how companies can rid themselves of the learning blocks that threaten their productivity and success by adopting the strategies of learning organizations, in which new and expansive patterns of thinking are nurtured, collective aspiration is set free, and people are continually learning how to create the results they truly

desire. Mastering the disciplines Senge outlines in the book will: • Reignite the spark of genuine learning driven by people focused on what truly matters to them • Bridge teamwork into macrocreativity • Free you of confining assumptions and mindsets • Teach you to see the forest and the trees • End the struggle between work and personal time This updated edition contains more than one hundred pages of new material based on interviews with dozens of practitioners at companies such as BP, Unilever, Intel, Ford, HP, and Saudi Aramco and organizations such as Roca, Oxfam, and The World Bank.

Organizational Learning: A theory of action perspectiveOrganizational Learning and the Learning OrganizationDevelopments in Theory and PracticeSAGE

Traditionally, organizations and researchers have focused on learning that occurs through formal training and development programs. However, the realities of today's workplace suggest that it is difficult, if not impossible, for organizations to rely mainly on formal programs for developing human capital. This volume offers a broad-based treatment of autonomous learning to advance our understanding of learner-driven approaches and how organizations can support them. Contributors in industrial/organizational psychology, management, education, and entrepreneurship bring theoretical perspectives to help us understand autonomous learning and its consequences for individuals and organizations. Chapters consider informal learning, self-directed learning, learning from job challenges, mentoring, Massive Open Online Courses (MOOCs), organizational communities of practice, self-regulation, the role of feedback and errors, and how to capture value from autonomous learning. This book will appeal to scholars, researchers, and practitioners in psychology, management, training and development, and educational psychology.

Bridging an identified gap between research and practice in the domain of risk and organizational learning with respect to human/organizational factors and organizational behaviour, this book highlights the common and recurring threads in contributory factors to accident causation. Based on an extensive research project, it investigates how shipping companies as organizations learn from, filter and give credence/acceptability to differing risk perceptions and how this influences the work culture with special regard to group/team dynamics and individual motivation. The work is presented in the context of the literature regarding conceptual links between risk and the theoretical and operational themes of organizational learning, and in light of interviewees' comments. The themes include processes and structures of knowledge acquisition, information interpretation and distribution, organizational memory and change/adaptation and also levels of learning. The book concludes by discussing some practical implications of the research carried out in various maritime contexts and gives recommendations for the industry and other stakeholders.
`A valuable resource for academics and practitioners in management and corporate strategy, as well as those involved in mangement training and development' - European Foundation for Management Development 'The editors' overall assessment is that there has been insufficient dialogue between the two camps of action research and theorizing.... As a contribution to mapping this divided house, the text is an apt illustration of these problems. The editor's overview is of interest...' - Stephen Gibb, University of Strathclyde, MCB University Press The debates surrounding concepts of `organizational learning' and the `learning organization' receive a welcome synthezis in this book. Inte
Companies around the world are beginning to recognize that only by increasing the speed and

quality of their learning can they succeed in the rapidly changing global marketplace. Developing organization-wide learning and becoming a learning organization has become critical for adaptation and survival. Organizational Learning: From World Class Theories to Global Best Practices starts with a review of significant learning theory and research accomplished over the past 20 years. This research is integrated into an action-centered theory of organizational learning. The book then explores in depth the Organizational Learning System Model developed by David Schwandt that has been applied in a variety of public and private organizations. Recognizing that companies now work with multicultural groups in a global marketplace, the authors also examine cultural implications of the Model. The authors present best-practice application of the Organizational Learning System Model by companies from around the world, including Arthur Anderson, Price Waterhouse, Beloit Corporation, Motorola, and Meralco. These are companies that have taken the leadership in developing learning systems on a organization-wide basis. Organizational Learning: From World Class Theories to Global Best Practices provides practical steps and strategies for developing and applying organizational learning in the workplace. Features

This innovative book about organizational learning in K–12 settings reshapes the way teachers and administrators think about people, practices, and policies while providing a compelling roadmap for transformation from within today's school systems.

The fourth in the readers' series Resources for the Knowledge-Based Economy, The Strategic Management of Intellectual Capital analyzes the link between the strategic and operational roles of intellectual capital in the organization. The Strategic Management of Intellectual Capital is the perfect resource for the growing number of companies pursuing a strategic

approach to managing their intellectual capital and harnessing and leveraging their knowledge, experience, and expertise more systematically to attain a competitive advantage.

"[An] intellectually stimulating collection of essays." --Business Today How do organizations learn, change, and adapt? The study of "organizational learning" allows researchers to map an organization's past behavior and gain insight into how stream of experience becomes a basis for action in the present. The chapters in Organizational Learning, all from first-rate researchers, contribute to the development of organizational learning theory in three ways. They delineate its scope, differentiating it from ecology, choice, and individual learning. They demonstrate the explanatory power of a learning perspective, and they illustrate the application of research tools useful for studies of learning. Organizational Learning is an essential resource for scholars and researchers in the field of organization and management studies. From insects to humans, Charles Gallistel explores the sophisticated computations performed in these ubiquitous but neglected domains of animal learning.

The emphasis on organizational change in the corporate life of recent years-including job redesign, autonomous groups, high performance work systems, and the redesign of control systems-owes a great deal to the pioneering work of Chris Argyris. This book examines how individuals in organizations can become more effective, in turn making organizations more effective. It explores the conventional pyramidal structure of organizations, in which there is top-down control by managers over workers, and examines their negative consequences. These include organizational injustice and eventually irrational decision-making. Argyris also discusses the characteristic learning system of the modern organization, which he describes as "single-loop" in character. This system, he argues, is only adequeate enough to permit the

organization to implement existing policies. It does not permit the more difficult and comprehensive task of questioning underlying goals and assumptions, which he terms "doubt loop" learning. In this kind of learning, the organization is able to confront the more difficult problems that affect organizations in a time of transition. In his new introduction, Argyris reviews the strengths and limitations of the argument advanced in "Integrating the Individual and the Organization. "He describes why the pyramidal structure endures, and why creating a self-learning organization is an even more challenging task than he has imagined. The book will be of interest to professionals with a long-standing interest in organizational development as well as those just entering the field, managers confronting the challenge of organization change, and researchers in organizational behavior and theory.
Why do some organizations learn at faster rates than others? Why do organizations "forget"? Could productivity gains acquired in one part of an organization be transferred to another? These are among the questions addressed in Organizational Learning: Creating, Retaining and Transferring Knowledge. Since its original publication in 1999, this book has set the standard for research and analysis in the field. This fully updated and expanded edition showcases the most current research and insights, featuring a new chapter that provides a theoretical framework for analyzing organizational learning and presents evidence about how the organizational context affects learning processes and outcomes. Drawing from a wide array of studies across the spectrum of management, economics, sociology, and psychology, Organizational Learning explores the dynamics of learning curves in organizations, with particular emphasis on how

individuals and groups generate, share, reinforce, and sometimes forget knowledge. With an increased emphasis on service organizations, including healthcare, Linda Argote demonstrates that organizations vary dramatically in the rates at which they learn—with profound implications for productivity, performance, and managerial and strategic decision making.

Learning is increasingly seen as crucial to the success of organisations but many studies of the subject offer very little empirical evidence to substantiate this. Based upon in-depth research, including over seventy interviews with managers and employees, Organisational Learning and Effectiveness is an original and comprehensive analysis of learning organisations. Contents include: * detailed case studies of five major international companies: Coca-Cola and Schweppes Beverages, 3M, Siebe, Mayflower and Morgan Crucible * the intellectual origins of organisational learning * best practice in organisational learning * the importance of leadership roles and skills *a critical examination of the usefulness and relevance of organisational learning and effectiveness. Integrating management theory and practice, this volume is an extremely valuable resource for all those with an interest in organisational behaviour and human resource development.

The concept of the 'learning organization' is one of the most popular management ideas of the last few decades. Since it was conceived as an idea in its own right, it has been given various definitions and meanings, such that we are still faced with the question as

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

This open access volume provides insight into how organizations change through the adoption of digital technologies. Opportunities and challenges for individuals as well as

the organization are addressed. It features four major themes: 1. Current research exploring the theoretical underpinnings of digital transformation of organizations. 2. Insights into available digital technologies as well as organizational requirements for technology adoption. 3. Issues and challenges for designing and implementing digital transformation in learning organizations. 4. Case studies, empirical research findings, and examples from organizations which successfully adopted digital workplace learning.

Just after 9:00 a.m. on February 1, 2003, the space shuttle Columbia broke apart and was lost over Texas. This tragic event led, as the Challenger accident had 17 years earlier, to an intensive government investigation of the technological and organizational causes of the accident. The investigation found chilling similarities between the two accidents, leading the Columbia Accident Investigation Board to conclude that NASA failed to learn from its earlier tragedy. Despite the frequency with which organizations are encouraged to adopt learning practices, organizational learning—especially in public organizations—is not well understood and deserves to be studied in more detail. This book fills that gap with a thorough examination of NASA's loss of the two shuttles. After offering an account of the processes that constitute organizational learning, Julianne G. Mahler focuses on what NASA did to address problems revealed by Challenger and its uneven efforts to institutionalize its own findings. She also suggests factors overlooked by both accident commissions and proposes broadly applicable hypotheses about

learning in public organizations.

Revisiting Cyert and March s classic 1963 Behavioral Theory of the Firm , Henrich Greve offers an intriguing analysis of how firms evolve in response to feedback about their own performance. Based on ideas from organizational theory, social psychology, and economics, he explains how managers set goals, evaluate performance, and determine strategic changes. Drawing on a range of recent studies, including the author s own analysis of the Japanese shipbuilding industry, he reports on how theory fits current evidence on organizational change of risk-taking, research and development expenses, innovativeness, investment in assets, and in market strategy. The findings suggest that high-performing organizations quickly reduce their rates of change, but low-performing organizations only slowly increase those rates. Analysis of performance feedback is an important new direction for research and this book provides valuable insights in how organizational learning interacts with other influences on organizational behaviour such as competitive rivalry and institutional influences.

This handbook focuses on the complex processes and problems of organizational change and relates current knowledge of individual and group psychology to the understanding of the dynamics of change. Complementary and competing insights are presented as overviews of theory and research Offers helpful insights about choosing models and methods in specific situations Chapters by international authors of the highest quality

This book addresses the concept of organizing which is centered around collective learning and on the organization paradigm. It presents a theory of organizational learning based on a model of memory, explaining processes and dynamics through which memory is built and updated.

`[I}n this volume, contributors from the fields of both strategic management and organizational behaviour have been brought together to explore the relationship between organizational learning and competitive advantage.... In their editorial introduction, Edmonson and Moingeon trace changes within the fields of strategy and organizational development that have encouraged a more integrative approach. On the strategy side, the emergence of the "resource view of the firm" has drawn attention to the importance of firm-specific resources including knowledge and how it is acquired, as sources of competitive advantage. On the other hand, organizational development practitioners have become increasingly interested in relating their traditional tasks more firmly to strategic business issues and concerns. The topic of organizational learning can thus be seen as a bridge, which is the intention of this volume to begin constructing, between these two fields.... The papers presented in this book offer a rich variety of concepts, frameworks and provovative ideas on organizational learning and its strategic implications. In addition, the theoretical presentations are often supported by reports of the results of original research in a number of companies' - Management Learning `This book takes an important first step towards integrating theories of competitive advantage and... organizational learning, a rapprochement which can come none too soon for the management practitioner' - Peter Senge, Director of the Center for Organizational Learning, MIT Sloan

School of Management, USA Organizations need to develop learning strategies to survive and develop in increasingly uncertain and changing markets. In this book, researchers from Europe and the United States explore theories of strategic management and organizational behaviour to establish a link between learning processes and competitive advantage, within a variety of organizational settings. The diverse, multidisciplinary approach takes an important step towards developing a new integrative theory of management.

Organizational defences that exist in most organizations can inhibit organizational performance. This book shows how to diagnose the organization to expose the weaknesses. Each chapter contains advice about how to reduce organizational defences to bring about improved involvement and performance.

Grounded in the theory of sociologist Karl Weick, this edited volume explores key concepts of educational leadership and organizational learning. Chapter authors analyze and reflect on the implications of Weick's thinking on leadership preparation and development. Providing a thorough understanding of the influence of his ideas in education, this volume unpacks the ways in which Weick's ideas influence and shape organizational learning and educational leadership and policy today.

Organizations capture and deploy what they have learned in four ways: Culture, Old Pros, Archives, and Processes. This book describes the four approaches, their strength and shortcomings, and their interactions.

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