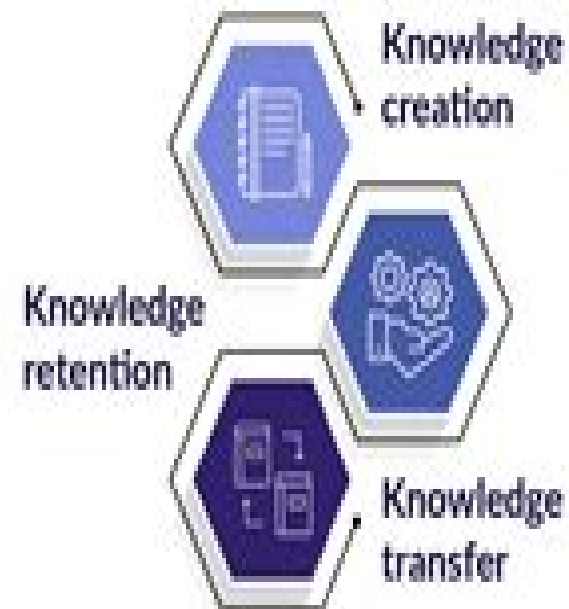


# Organizational Learning Strategy

## Process

- 1 *Align your organizational learning strategy with your business strategy*
- 2 *Integrate organizational learning into your corporate culture*
- 3 *Facilitate experimenting*
- 4 *Work on your knowledge management*
- 5 *Promote collaboration*
- 6 *Consider the remote/ hybrid setup*
- 7 *Measure the progress*

## Outcomes



# On Organizational Learning

**Michael D. Cohen, Lee S. Sproull**



## **On Organizational Learning:**

*On Organizational Learning* Chris Argyris, 1999-06-18 This book is essential for anyone who needs to understand how organizations work evolve and learn In this new edition Argyris discusses vital topics of current management research such as tacit knowledge and management so reflecting the evolving field of organizational learning Brings together the thinking of one of the world s leading management thinkers especially in the area of action learning Organizational Learning and the Learning Organization Mark Easterby-Smith, Luis Araujo, John Burgoyne, 1999-06-22 The introduction chapter by Mark Easterby Smith and Luis Araujo introduces the reader to the unresolved issues with which the field is still grappling today All in all this is an interesting and useful book for both researcher and manager alike First and perhaps most importantly the book incorporates multiple perspectives on learning the psychological sociological and the philosophical Second the book is neither purely theory driven nor purely empirically driven Theoretical contributions are complemented by empirical studies which help to illustrate the application of the theoretical constructs I suspect that this would be of immense value to the practicing manager Finally the book provides a critical commentary on the state of the field in a nice compact way which should enhance its value to scholars in this area a book which is both useful and interesting Organisational Studies Most importantly the book incorporates multiple perspectives on learning the psychological sociological and the philosophical provides a critical commentary on the state of the field in a nice compact way which should enhance its value to scholars Organization Studies A valuable resource for academics and practitioners in management and corporate strategy as well as those involved in management training and development European Foundation for Management Development This is a particularly interesting and useful work because it combines some chapters which deal primarily in concepts or indeed theories and others which describe the experiences of trying to carry out the practices involved in creating both either organisational learning and or the learning organisation Industrial and Commercial Training The editors overall assessment is that there has been insufficient dialogue between the two camps of action research and theorizing As a contribution to mapping this divided house the text is an apt illustration of these problems The editor s overview is of interest Stephen Gibb University of Strathclyde MCB University Press The debates surrounding concepts of organizational learning and the learning organization receive a welcome synthesis in this book International experts explore the links between the two fields of enquiry which hitherto despite their intersecting concerns have represented separate constituencies literatures and perspectives The book provides a much needed integrated framework of concepts and theories which draws on current insights from management cognition theories of knowledge and learning management practice and work psychology

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

learning perspective and illustrate the application of research tools useful for the study of learning

**Organizational Learning** Linda Argote, 1999-01-31 Why do some organizations learn at faster rates than others Why do organizations forget Could productivity gains acquired in one part of an organization be transferred to another Learning curves have been documented in many organizations in both the manufacturing and service sectors The classic learning curve model implies that organizational learning is cumulative and persists through time However recent work suggests that firms also demonstrate depreciation of knowledge or forgetting Such understanding becomes more exciting as one looks at the link between learning and productivity Organizational Learning Creating Retaining and Transferring Knowledge describes and integrates the results of research on factors explaining organizational learning curves and the persistence and transfer of productivity gains acquired through experience Chapter One provides an overview of research on organizational learning curves Chapter Two introduces the concept of organizational forgetting or knowledge depreciation Chapter Three discusses the concept of organizational memory Chapter Four argues that analyzing small groups provides understanding at a micro level of the social processes through which organizations create and combine knowledge Chapter Five describes results on knowledge transfer Chapter Six discusses various tensions and trade offs in the organizational learning process

**The Organizational Learning Cycle** Nancy M. Dixon, 2017-07-05 The Organizational Learning Cycle was the first book to provide the theory that underpins organizational learning Its sophisticated approach enabled readers to not only understand how but more importantly why organizations are able to learn This new edition takes the original concepts and theories and shows how they might and are being put into action With five new or completely revised chapters Nancy Dixon describes the kind of infrastructure organizations need to put in place there are examples of knowledge databases whole systems in the room processes and after action reviews originating from organizations that are making real progress with these ideas A clearer relationship between organizational learning and more participative forms of organizational governance is drawn along with responsibilities that employees need to take on to enable and partake in collective learning With new case material from BP the US Army Ernst and Young and the Bank of Montreal for example this book shows how you can make use of the collective reasoning intelligence and knowledge of the organization and channel it into its ongoing and future development

**Handbook of Organizational Learning and Knowledge** Meinolf Dierkes, 2003 In an era of far reaching changes organizational learning and knowledge creation are high on the agenda of social scientists managers and consultants worldwide as they seek to adapt to new environments The Handbook of Organizational Learning and Knowledge provides a comprehensive overview of how the concept of organizational learning emerged how it has been used and debated and where it may be going It summarizes the state of the art and provides a full account of the diverse approaches themes issues and debates of the field The handbook unites a distinguished team of international authors who examine both the central themes and key emerging issues The coverage extends beyond the American tradition to include the experiences of

Europe Asia and the Middle East The book opens with chapters drawing insights from various social science approaches The following sections examine fundamental issues concerning the external triggers factors and conditions agents and processes of organizational learning Subsequent chapters review the subject within a global context looking in particular at processes of interorganizational learning and knowledge transfer The next sections examine the development of learning practices and provide case studies to illustrate organizational learning and knowledge creation The book concludes with an analysis of the state of the art and an agenda for the future This handbook will be an invaluable reference tool for scholars and students in the social sciences as well as for professional involved in organizational development learning and change

*On Organizational Learning* Chris Argyris,1996      **Organizational Learning** David Schwandt,Michael J.

Marquardt,1999-09-28 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      **Organizational Learning and**

**Performance** Ryan Smerek,2017-11-01 In *Organizational Learning and Performance The Science and Practice of Building a Learning Culture* Ryan Smerek combines organizational examples with insights from research to provide readers with a unique and distinctive lens to improve personal and organizational performance The first section of the book provides an overview of what it means to learn as an individual and how individuals vary in their openness to learn Drawing from cognitive and personality psychology thinking dispositions such as a growth mindset curiosity and intellectual humility are explored and how they help foster learning in organizations In the second section Smerek describes the principles of a learning culture providing a look into the world s largest hedge fund a renowned food company a highly regarded children s hospital and a preeminent innovation and design firm Through these examples readers will come to understand the social norms that increase learning These include a commitment to transparency of thinking and the pursuit of truth Big Picture thinking a willingness to learn from failure and the social norms needed to foster innovation and creativity Throughout the

book Smerek draws from compelling examples of organizations and research in the social sciences to demonstrate what it means to build a learning culture and how it can improve personal and organizational performance *Organizational Learning* Harold Lewis, 2015 Organizational learning is the process of creating retaining and transferring knowledge within an organization This book aims to examine the relationship between five contextual factors and the occurrence frequency of learning organization LO problems in companies that are implementing LM lean manufacturing Other chapters present an overview about the new web technologies potential such as blogs wikis and social networks in the learning process The final chapter revisits Brooks Law improving software productivity by managing complexity Organizational Learning Chris Argyris, Donald A. Schön, 1978 A framework for organizational learning Limited learning systems Organizational learning Partial models of intervention Comprehensive intervention **Organizational Learning II** Chris Argyris, Donald A. Schön, 1996 Organizational Learning II Theory Method and Practice expands and updates the ideas and concepts of the authors ground breaking first book Offering fresh innovations strategies and concise explanations of long held theories this book includes new alternatives for practitioners and researchers Argyris and Schon address the four principle questions which cut across the two branches of the field of organizational learning Why is an organization a learning venue Are real world organizations capable of learning What kinds of learning are desirable How can organizations develop their capability for desirable kinds of learning With new examples and the most up to date information on the technical aspects of organization and management theory Argyris and Schon demonstrate how the research and practice of organizational learning can be incorporated in today s business environment *Organizational Learning and Knowledge: Concepts, Methodologies, Tools and Applications* Management Association, Information Resources, 2011-07-31 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

**Organizational Learning and Development** Paul Kearns, 2014-09-19 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 **Organizational Learning in the Learning Organization**, 1999 **Harvard Business Review on Organizational Learning** Etienne C. Wenger, William M. Snyder, Jeffrey Pfeffer, John Seely Brown, Robert I. Sutton, 2001 This volume focuses on the organizational dynamics involved in knowledge management this mix of breakthrough articles should help managers understand how people can effectively communicate share knowledge and learn

*From Organizational Learning to the Learning Organization* Amy C. Edmondson, 1997 This paper reviews theories of organizational learning and presents a framework with which to organize the literature We argue that unit of analysis provides one critical distinction in the organizational learning literature and research objective provides another The resulting two by two matrix contains four categories of research which we have called 1 residues organizations as residues of past learning 2 communities organizations as collections of individuals who can learn and develop 3 participation organizational improvement gained through intelligent activity of individual members and 4 accountability organizational improvement gained through developing individuals mental models We also propose a distinction between the terms organizational learning and the learning organization Our subsequent analysis identifies relationships between disparate parts of the literature and shows that these relationships point to individuals tacit cognitions as a critical source of leverage for creating learning organizations A brief discussion of the work of two of the most visible researchers in this field Peter Senge and Chris Argyris provides additional support for this type of change strategy **Organisational Learning** Roderick Smith, 2016-04-28 **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

**Organizational Learning** Chris Argyris, Donald A. Schön, 1983 **The Manager's Pocket Guide to Organizational Learning** Stephen J. Gill, 2000 Today's organizations are in the learning business Employees must take in a constant supply of new information and apply it to their work regardless of their position

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