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

In any kind of organization, learning has become a vital part of the growth and development process, but it only produces effective results if it is pursued strategically and embedded deeply into the culture of the workplace. In recent years, there has been a growing consensus that, for many organizations, learning is their only sustainable competitive advantage – ensuring a committed and engaged workforce that is positioned to identify and exploit business opportunities in an increasingly volatile and uncertain world. This makes it essential for leaders and senior managers to investigate the full range of learning processes and to understand exactly how individual, group, machine and organization-wide learning can produce long-lasting results for individuals as well as for the company itself. Backed by new academic theory, yet designed to be completely accessible to a business readership, The Learning-Driven Business highlights the importance of Organizational Learning (OL) for organizations which wish to remain competitive and profitable, before clarifying the various pathways and frameworks that can lead to success. With the onset of automation and artificial intelligence, as well as the proliferation of redundancies and the economic instability of modern times, organizations and their employees must prioritise effective OL in order to overcome these challenges and remain competitive and relevant in the 21st century. This book is a guide for all business leaders and academics looking to adapt to the changing world through OL, using Garand & Golds' unique and original academic model.

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.

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.

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 analysis 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.

Handbook of Research on Human Resources Strategies for the New Millennial Workforce

Organizational Traps

Organizational Learning and the Learning Organization

Perspectives on Theory and Practice

James March's Exploration and Exploitation in Organisational Learning

Leading Organizational Learning

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 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.

Exploration and Exploitation is a key text for scholars and business practitioners interested in promoting economic well-being and sustainable growth. March's work promotes the preservation of companies' competitiveness and sustainability in the fluctuating market environment by maintaining a balance between exploration and exploitation processes. He explicates that this balance depends on the interchange between the adaptive capability of the company, predictability and consistency, competition, anticipations, level of risk, learning, socialization dynamics within the organization, and the overall environmental turbulence. These intricacies make March's text invaluable.

"[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.

Theory, Method, and Practice

Organizational Learning and Technological Change

Improving Learning, Teaching, and Leading in School Systems

Concepts, Methodologies, Tools and Applications

Current Practices in Workplace and Organizational Learning

Handbook of Organizational Learning and Knowledge Management

Each new generation of upcoming professionals requires different strategies for effective management within the workforce. In order to promote a cohesive and productive environment, managers must take steps to better understand their employees. The Handbook of Research on Human Resources Strategies for the New Millennial Workforce is an authoritative reference source for the latest scholarly research on theoretical frameworks and applications for the management of millennials entering the professional realm. Focusing on methods and practices to enhance organizational performance and culture, this book is ideally designed for managers, professionals, upper-level students, and researchers in the fields of human resource and strategic management.

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.

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.

A three-pronged approach to overcoming mediocrity, presented by one of the nation's top business theorist. Replete with case examples, this book details how employee reasoning, learning and action--properly developed--can counteract the self-defeating behavior affecting many organizations.

On Organizational Learning

Autonomous Learning in the Workplace

Organizational Learning and Development

An Umbrella of Organizing Processes

Organisational Learning and Effectiveness

Learning about Organizational Learning Theory

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

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

A framework for organizational learning; Limited learning systems; Organizational learning; Partial models of intervention; Comprehensive intervention.

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.

A Light on Learning Journey of Organizations

Leadership, Culture, Organizational Design

How We Can Learn Collectively

Building a Multilevel Approach

Organizational Learning at NASA

Organizational Learning in China

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.

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.

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.

Presenting an innovative concept and approach for organization management, this book serves to document an organization's journey towards the ultimate goal of learning organization. This book also shares the experience on how a OL framework built on established learning theories, could be used effectively, overcoming many of the barriers in a real industrial setting. Utilizing a ready-to-use tool called Project Action Learning (PAL) to analyze real life case studies, the authors introduce a framework that allows teams of people to work and learn over the course of business projects. Equal emphasis is placed on the achievement of pre-set project outcomes and the learning objectives of the participants. In addition, a long term organizational learning strategy is put forward and the necessary supporting infrastructure, in the form of four 'PAL Pillars', is described. The concepts and development of the PAL driven Organizational Learning model are inspired by, and grounded in, Western and Eastern business philosophies and case studies which offer important insights into the management of organizations who are keen to develop sustainable business practices.

Organizational Learning and Knowledge: Concepts, Methodologies, Tools and Applications

Making Sense of Organizational Learning

Studies in Expansive Learning

The Strategic Management of Intellectual Capital

Reasoning, Learning, and Action
Organizational Learning from Performance Feedback
Understanding the complexity of tactic knowledge has become increasingly important to the enhancement of organizational flow. Tacit Knowledge in Organizational Learning aims to advocate the need for ?human factor? consideration from a (tactic) knowledge capital point of view. Tacit Knowledge in Organizational Learning offers academians and practitioners an illustration of the importance of tacit knowledge to an organization, presenting a means to measure and track tacit knowledge in individuals and recommendations on firm attributes and their ideal utilization of the tacit knowledge resource.
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.
This is an overview of how the concept of organisational learning emerged, how it has been used and debated, and where it may be going.
The central assumption that guides this book is that research and practice about learning at the workplace has recently lost its critical edge. This book explores what has happened to workplace learning and organizational learning and studies what has replaced it. In addition, the book discusses to what extend there are reasons to revitalize it. Today, themes such as 'innovation', 'co-creation' and 'knowledge sharing' seem to have become preferred and referred to as theoretical fields as well as fields of practice. In several chapters of this book it is argued that the critical power of learning could be regained by starting a new discussion of how these new fields of practice can be substantiated by topics such as learning arrangements, learning mechanisms, and learning strategies. Hence, the aim of this book is to both advance and recapture our knowledge of learning in today's increasingly complex world of work and organizing. The contributions in this work do so by revisiting classic research on workplace and organizational learning and discussing how insights from this body of literature evokes new meaning. It sets the stage for new agendas and rethinks current practices that are entangled in activities such as innovation, co-creation, knowledge sharing or other currently widespread fields of practice.
Putting Theory into Practice
Developments in Theory and Practice
Individual and Organizational
The Organizational Learning Cycle
The Oxford Handbook of Group and Organizational Learning
The Learning-Driven Business
Proceedings of the NATO Advanced Research Workshop on Organizational Learning and Technological Change, held in Certosa di Pontignano, Siena, Italy, September 22-26, 1992.
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.
Anyone who has spent time in an organization knows that dysfunctional behavior abounds. Conflict is frequently avoided or pushed underground rather than dealt with openly. At the same time, the same arguments often burst out again and again, almost verbatim. Turf battles continue for extended periods without resolution. People nod their heads in agreement in meetings, and then rush out of the room to voice complaints to sympathetic ears in private. Worst of all, when people are asked if things will ever change, they throw up their hands in despair. They feel like victims trapped in an asylum. And people often are trapped. But they are not trapped by some oppressive regime or organizational structure that has been imposed on them. They are not victims. In fact, people themselves are responsible for making the status quo so resistant to change. We are trapped by our own behavior. Researchers and practitioners have often reflected on these things, but there is a puzzle. On the one hand, there is substantial agreement that these traps are counterproductive to effective performance. On the other hand, there is almost no focus on how organizational traps can be prevented or reduced. This book argues that whatever theory is used to describe and understand such organizational traps should be used to design and implement interventions that reduce and prevent them. Argyris is one of the world's leading management scholars whose work has consistently shed light on organizational problems. This book is essential reading for MBAs, managers, and consultants.
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.
The Blackwell Handbook of Organizational Learning and Knowledge Management
Organizational Learning
Facilitating Organizational Learning
How to Develop an Organizational Learning Ecosystem
From an Evidence Base
PAL Driven Organizational Learning: Theory and Practices
Organizational LearningA Theory of Action PerspectiveAddison-Wesley
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.
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
A conceptual and practical toolkit for creating learning processes with the help of interventions in workplaces, schools and communities.
Handbook of Organizational Learning and Knowledge
Tacit Knowledge in Organizational Learning

Digital Transformation of Learning Organizations
The Challenger and Columbia Accidents
Revisiting the Classics and Advancing Knowledge

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.
`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
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.
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.
Educational Leadership, Organizational Learning, and the Ideas of Karl Weick
Organizational Learning II
The Oxford Handbook of the Learning Organization
Demystifying Organizational Learning
Harnessing the Power of Knowledge
A Theory of Action Perspective

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.
Overcoming Organizational Defenses
A Behavioral Perspective on Innovation and Change