

“Learning Organization” - Reflections on Literature Perspective

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ABSTRACT:

We live in an environment of disruptive change in which companies seek to create more value through special combinations of creativity, price, performance, and flexibility (Christensen & Overdorf, 2000). Organizational structures and thought processes have been well-established to be substituted by modern ones. This involves the introduction of new ways of thought and acting by corporate leaders amongst people, organizations, and societies. As a crucial strategic capability and a principal basis for competitive advantage an organization's willingness to understand, develop, introduce, and distribute new ideas have been encouraged in a transformative environment, and this is simply reflected in the Learning Organization concept where doors are open for People Development, greater motivation, more flexibility, creativity and innovation, better team and group work, knowledge sharing and Interdependency. Thus, this paper focuses on the literature perspective of the learning organization concept in order to clarify the exact meaning of it and allow further future research to scrutinize the implementation of this concept in the business world.

Keywords: *Learning, Organization, Concept*

INTRODUCTION

Organizations have developed the recent centuries and passed through different stages referred to as Metaphors where some are still applicable, and others have started to become less common taking into consideration the development that has taken place in the life of human beings and in the world in general. These stages have been referred to as Metaphors by Gareth Morgan in his book “Images of Organization”. From the several metaphors he tackled to identify the nature of organization is the Brain Organization.

Here comes the concept of Learning Organization as crucial factor in this metaphor where it is based on learning and development in the Organization as a process for existing, functioning and continuing in the market among

Organizations. Learning here is not a means but rather an identity for the Organization that will allow it to function and improve. This concept has been clearly settled by Peter Sange in his book “The Fifth Discipline” where he defined learning organizations as those “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”

Thus, Learning Organization is being approached in this study as one of the crucial metaphors that is endorsing the identity of many Organizations in the 21st century being the era of Knowledge Economy and Industry 4.0 (4th industrial revolution).

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Making Sense of Organizational Learning

Metaphorical research positions adult schooling in the focus area as well as business instruction in the goal sector. Therefore, personal information may be translated as organizational awareness from the source domain to the goal domain. Private data on the source domain may be represented as an operational database on the goal domain. The central stages of the human learning cycle may often be converted into organizational preparation, but organizational learning processes are more nuanced. This example opens up fresh possibilities for recognizing the interaction between organization, information and operational behavior. "Organizational learning, as Gherardi and Nicolini (2003) stress, is a symbol for two concepts: learning and organization and allows an enterprise to expand, as if it were an area that studies, collects content, reflects on observations and has a stock of expertise, skills and knowledge."

Organizational learning may be characterized by social contact between groups and organization rates as a learning mechanism. Organizational instruction "through the creation and collection of organizational practices, all organizations or their elements respond to evolving conditions" (Argyris, 1999). It means that business coaching provides, as a consequence, an improvement in company awareness that will contribute to significant

operational improvements. Operational preparation provides the requirements required for structural transformation that combine consistency and improvements at the organizational level. "Renewal needs organizations to try and discover different approaches to leverage what they have mastered at the same time" (Crossan, Lane & White, 1999). Organizational preparation consists in recognizing, knowing, and controlling the usage of information and discovery in an efficient way. Organizational reform will be successful because the mechanism involves the organization as a whole and not only some organizations or people.

Crossan, Lane & White (1999) identify four principles in constructing their theory of organization's learning:

Step 1: Organic learning is related to information manipulation and the discovery of

expertise.

Step 2: Multilevel organizational learning (i.e., person, community, organization) is a method.

Step 3: Three stages of organizational thinking are related to the mechanisms of perception and understanding, incorporation and institutionalization by psychology and social structures (4I's).

Step 4: Perception impacts behavior and thought.

Basing on these four steps, "The 4I's are linked to input and input systems around the stages," according to Crossan, Lane and White (1999, page 523). Feed-forward represents the discovery of ideas and assists individuals and communities through the learning phase, which incorporates relevant information through practices, procedures, and techniques. Feedback represents the misuse of information and institutionalizes the outcomes of the research. The ontological aspect of organizational training will be described too (Nonaka and Takeuchi 1995). Concepts come into being in individuals' heads and are passed to communities by way of information exchange. Initial information may be reinforced, enhanced, synthesized and integrated for other community and corporate goals through social learning processes. Knowledge reaches the organizational level, where it is institutionalized through continuous interactions between groups. Like operating processes, organizations are well organized social networks, with communities collaborating.

The three ontological layers person, collective and organizational—take place in all four stages, that is, the creation, definition, incorporation, and institutionalization. "The three stages of education describe the system by which organizational preparation is carried out, according to Crossan, Lane and White (1999). The processes shape the glue which connects the structure; hence, they are a vital element in the structure.

The study suggests that a particular perceptual implicit perception is analyzed in order to overcome a tough question and to establish a new contextual meaning, and the consequence is an

insight (Lakoff & Johnson, 1999). Individual perception and photographs are the sources of this phase, and metaphors are the effects. "In evaluating the person intuitive insight into mutual understanding, the researchers identify the metaphors as a crucial element. People use metaphors to explain and share their intuition with others" (Crossan, Lane & White, 1999, page 527).

The interaction of entity and community rates features. Interpretation. This is the process by which this insight is externalized and clarified to us by synthesis (Nonaka & Takeuchi, 1995). In nature, interpretation is a standard method. Individuals create and utilize visual maps in their area of operation to perceive the current question in a social context. "As language is key to the creation of cognitive maps for individuals, it is important that people have a sense of common understanding" (Crossan, Lane & White, 1999). The inputs are the language and cognitive charts, and dialogue is the product. Interpretation translates information to the community and organizational level outside individual limits through mutual comprehension. A mutual sensory cycle is an ultimate product (Stigliani & Ravasi, 2012). A community may benefit from other communities and not just by reading their individual information. "The party is claimed to have experienced a vicarious learning cycle as it adjusts a practice based on the knowledge of others" (Bresman, 2013; Denrell, 2003).

Integration occurs at the stage of the classes and the group-level. It is the mechanism through which a shared consensus can be achieved at the community level, and a decision can then be agreed. Its participation is made by mutual knowledge, and the effect is to communicate with those in the organization and community. The incorporation of intellectual resources into the institutional intellectual resource and the implementation of decision-making activities is an integral mechanism (Bratianu, 2008; Bratianu & Orzel, 2013a). Wikis is a modern and powerful platform for information sharing. Wikis are web pages which permit users to enter their contents and share them online. Throughout classrooms, companies and in casual learning settings, wikis should be implemented to enhance organizational learning. Wikis are useful applications to create necessary information interaction among

employees in the organization" (Kimmerle, Cress & Held, 2010).

Finally, institutionalization operates by modern processes at the corporate stage. Organizational learning is entirely different from individual learning because the results now belong to the entire organization. "Although people can come and go, they are not automatically going with what they experienced as individuals or in communities. Some learning is part of the system, structure, strategy, routine, organization practice and ISIS and infrastructure investment" (Crossan, Lane & White, 1999: 529). Their feedback is regular and the effects are laws and procedures. The outputs of this last phase are connected through interaction with the contributions of the other three systems, such that the ontological layers communicate continuously.

The start and end of the corporate learning process can only be defined by a fresh insight and internal practice. The Crossan, Lane & White model, therefore, explains how the three ontologic layers—person, collective and organizational—are interlinked through the four mechanisms—i.e. intuiting, analyzing, incorporating and institutionalizing.

In terms of interpersonal thinking, Cook and Yanow (1993) differentiate between the cerebral and the cultural context. From a cognitive viewpoint, the emphasis is on the person learning and development of information, which is then translated and incorporated at the community level. In terms of culture, the emphasis is on the entire society or entity and on its capacity to learn by generating intersubjective interpretations conveyed by its products (i.e. things, expressions and acts). In Cook and Yanow's opinion (1993), organizational teaching implies that "by their artificial words and interpersonal mechanisms and their social acts they obtain, retain or alter intersubjective definitions."

The classic example is a symphony with an orchestra. The idea that each person plays the symphony is not essential, because each artist is just able to play it by himself. This is not relevant. Of course, each orchestra leader knows his / her portion. However, the symphony can be performed integrally with just the whole orchestra. By simple empirical observation, we can recognize organizational learning in this example. We may also say that by the knowledge of two

separate orchestras and with their unique corporate ethos, the same symphony will perform in somewhat different ways.

The significance of going past the model of tacit-explicit awareness and of turning to the multifield context of organizational comprehension for comprehension organization learning is emphasized by Bratianu (2013a), Bratianu and Orsee (2013a; 2013b; 2013c). In this sense, empirical awareness is combined with moral and emotional information. While theological awareness may be regarded as the guiding force of organizational learning, emotional awareness affects organic learning capacity and productive through communicating inspiration and making emotional decisions. Senge (1999) points out that thoughts and emotions will influence organizational education either positively or negatively. The motivating mechanism is driven by positive emotions and feelings, whereas negative emotions and feelings build relational pressures toward creative stress. "The mechanics of mental stress management are subtle as they will function unconsciously. The single-pole of the artistic energy which is entirely within our influence at all times-perception-will also relieve emotional stress "(Senge, 1999, p. 151). Evidence demonstrates that mutual thoughts, perceptions, beliefs and views affect each aspect of interpersonal learning (Argyris, 1999; Argote, 2013; Garratt, 2001; Nonaka & Takeuchi, 1995; Pedler, Burgoyne & Boydell, 1997; Senge, 1999; Zohar & Marshall, 2004). In concluding the research carried out in this field, Scherer and Tran agree that "Emotions focus an organization's energies on events, offer organizers crucial opportunities to learn about them and create the necessary motivational foundation for sustainable efforts to adapt to changing environments."

Schilling and Kluge (2009) thoroughly examine and propose several realistic solutions to addressing obstacles to organizational education. "They believe, for theoretical and functional considerations, that obstacles to organizational learning should be recognized. Barriers are described as those factors that either inhibit or, at least, hinder organizational learning "(Schilling & Kluge, 2009, p. 337). The writers use the organizational learning model developed for each of the four phases of experience, perception, adaptation, and institutionalization, created by

Crossan, Lane & White (1999). Schilling and Kluge (2009). In any of these systems, variables are viewed from three points of view: behavior, attitude, function, and social and cultural. Human thinking trends (Bratianu, 2007), perceptions and actions create action-personal barriers. The systemic constraints are embedded in management, infrastructure, procedures, internal legislation and community. The prevailing societal and economic climate creates socio-environmental obstacles. Information managers will be able to recognize and build strategies to address all these challenges if business learning is given priority. Of starters, the GOAP model which involves Goals, Obstacles, Actions and Prerequisites, analyzes obstacles to achieving the targets in order to determine their triggers and develop strategies of their overcoming (Naeve, Sicilian & Lytras, 2008).

The 4I Model

Intuiting is a subconscious pattern recognition mechanism focused on a highly structured and sophisticated map found in a continuum of personal experience. An implicit approach helps the person to see trends and decide more instinctively what to do without a thought, thought or overt reasoning in established and unfamiliar circumstances. The trend and related behavior are well established through insight, but the fundamental reasoning has disappeared from conscious memory. Furthermore, the intuition or the expected behavior may not be represented by any words. Therefore, while intuition will direct the behavior of a person, it cannot communicate this intuition with others.

Interpreting is the mechanism in which a person gathers conscious elements of through learning and integrates them on a common basis. Interpreting is a social activity which, through dialog and dialog, generates and refines language. The exchange of experiences, data bits, surprising insights and semantic maps inside a community clarifies images. In fact, context and understanding are exchanged. Interpretation mechanisms move beyond the person to be embedded into the working community, growing ambiguities. Furthermore, vocabulary allows individuals and communities to understand and maintains what has been experienced – for better

or for worse.

Integrating is the method by means of a continuous community discussion for creating a new and deeper understanding amongst individuals. This mutual understanding will contribute to spontaneous equitable action changes by participants as they decide on a consistent, collaborative strategy. Common understanding is often the foundation for agreed acts, sometimes contributing to improvements or adjustments in behavior. A mutual perception of what is feasible is achieved through incorporating human interpretive processes. People deal with this probability and seek to do so.

Institutionalizing is the processes, frameworks, strategies and procedures of the organization, common activities and improvements in knowledge and communication technology is the cycle of community and human learning. Tasks, initiatives, and operational processes to ensure that acts are identified and established. At any stage, the prominent leaders of the organization achieve a certain degree of agreement or consensus on institutionalized activities.

Single-loop and Double-loop Learning

Within the preceding segment, I introduced the organic learning method, as suggested by Crossan, Lane, and White (1999), as an evolution from the individual to the community rates and from the company to the whole organization. Individuals are the drivers of learning and alteration in behavior, and learning is metaphorically an interpersonal phenomenon by their experiences within a formal working environment. Through his analysis, Argyris (1999), the whole organization, including suggestions on the input variables and the administrative variables, has shown this as a dynamic structure. Every program requires a series of variables that regulate the system's usual operation.

They include qualitative and quantitative connections between device inputs and outputs and measures for the estimation of outputs in a given context.

To help understand how a feedback reaction operates, a primary heating device such as the thermostat is regulated automatically. We

presume it is wintertime and set the room temperature reference point at 22 ° C. If the actual room temperature drops below the reference value, there is a positive effect. A signal from the thermostat is sent to the system so that heat can continue to be delivered to the room. As a consequence, the ambient temperature rises to or much higher than the reference point. The input response becomes negative when the current room temperature is above the reference value, and the thermostat sends the signal to the heating device in order to decrease the heating or even shut the heater off. The aim of this feedback reaction is, therefore, to correct a system output with regard to a reference value that was determined as a control or governing value from the beginning. Argyris thinks metaphorically that an organization with a response from output variables to input variables is an entity with a single-loop learning system: 'single-loop learning takes place when matches are generated or when mal-harmonizations are resolved by modifying behavior' (Argyris, 1999, p.68).

Moving to the heating device, we can see that the individual circuit is regulated by comparison, or by the defined value of the temperature. This importance is, however, not set. This can be changed. For example, we determine the reference value at room temperature of 20 degrees Celsius if we want to minimize heating costs. The heating device operates exactly the same manner, but the overall temperature of the space would be lower. Another feedback that affects the governing variables is the reaction of changing the reference value as a result of the decision to reduce heated costs. Argyris metaphorically terms the dual-loop instruction this second response. Double-loop learning occurs in organizations where the malfunctions are resolved by modifying the controlling variables first. "Governing variables are the preferred states that people try to 'satisfy' when they act. The fundamental ideology or principles that people follow are not such controlling factors. Those are the factors which can be extracted by studying the behavior, moving and directing acts of people operating as representatives of organizations "(Argyris, 1999, p.68). Single-loop programming is ideal for routine and programmable problems. The key aspect of this instruction is adjustments to a list of reference values. For more complicated tasks that are not programmable, double-loop

training is required. The most various improvements in organizations are focused on single-loop curriculum. Such transitions are modifications or adjustment in the internal operating climate to shifts that exist in the external world. They are many but not necessarily powerful. Double-loop programming reflects a strong transition or a long-term master plan of development. Many times, complicated improvements that are ideal for dual loop learning may be broken down into basic adjustments that are necessary for single-loop learning. Changes are, however, typically non-linear processes which cannot be separated into smaller units (Bennet & Bennet, 2006; Ohmae, 1982; Senge, 1999).

Argyris (1999) presumes that individuals work through the principle of application that they have been practicing in other technical areas through the way of schooling or training programs. The philosophy in use provides each individual with the collection of rules by which his or her conduct is changed. The following are the controlling variables, according to Argyris (1999, p.81):

- Strive to be in unilateral control;
- Minimize loss and maximize winning;
- Minimize the expression of negative feelings; and
- Berational.

Depending on these factors, people build techniques that help them keep in charge and preserve their faces in a social setting. This means that single-loop learning has definite advantages. Idea-in-use is a challenge toward double-loop learning owing to these advantages and the principle of friction (Bratianu & Murakawa, 2004; Godkin, 2010). This idea will alter it logically. In the end, the double loop learning will continue at the person level and should concentrate on improving individual thought (Argyris, 1999; Gardner, 2006; Heath & Heath, 2008; Kotter, 1996; Kotter, 2008; Lytras & Pouloudi, 2006).

Work in this regard demonstrates that if people are introduced to enticing new ideas that substitute old ones, the hypothesis may be modified in practice. "There will be a dialectic learning framework for the project in which learners should be able to continually equate their philosophy of usage with alternate models and the

school structure through which they are incorporated. This allows interveners to render plausible alternate trends of beliefs and action approaches that are substantially different "(Argyris, 1999).

Another leader in the area is Peter Senge, he describes structures that are built to see organizations and the relationship with its departments, to see trends of change and not to look at images. Senge also claims that people who handle uncertainty function in an intuitive area that is not often taken into account in the learning theory and stresses an intuitive property of thought systems.

The concept is associated with many highly important aspects of thought systems, but does not function as a reason for thought systems. This absence of such systems may be claimed as a challenge for understanding the meaning. The relations between elements are not defined or recognized. That is why the electronic learning check will not succeed. However, through identifying systems thought, Senge tends to invoke a certain interpretation of its underlying significance, which contributes to its existence as a framework.

Toyota Kata of Organizational Learning

Toyota kata essentially means Toyota's approach to the design and implementation of successful management based on a continuous improvement philosophy. Therefore, Toyota's current planning cycle should be deemed an outstanding example of corporate learning. "Toyota is moving towards a goal state in quick, easy measures and with learning and improvements taking place along the route," says Rother (2010). It means that one foot is placed in front of the other step by the move, so it is continuously changed as appropriate to the current circumstance which is different from the predefined measures in the strategy or action list. The grey region will be analyzed step by step in Toyota's management theory. The well-known Plan-Do-Check-Act (PDCA) loop should summarize this discovery and experimentation. The following are the four steps of this process:

- **Plan.** Define what you intend to do, based on the previous experience. Define your target condition and your working hypotheses.
- **Do.** Try to implement your plan and test your

hypotheses.

- **Check.** Compare your outcome with the expected one.
- **Act.** Standardize and stabilize what works or begin the PDCA cycle again.

The PDCA process stages are processes of organizational learning and information development. Toyota applied the terms "Go and See" to this established process because it is necessary for us to see the real conditions at all stages of the PDCA period. If all is supposed to operate as planned, the change effect would be negligible. Thus, it is not to check how it can work, but to know what will not perform as planned that is the principal aim for the discovery and testing.

What is also fascinating in Toyota is the idea that errors and issues are called learning experiences, not penalties. If individuals are guilty of difficulties or disappointment, they may cover them or seek to mitigate them. Therefore, Toyota's ethos is focused on the notion not that individuals are stigmatized for disappointment, but instead, they are offered learning opportunities. "There is a good, challenging and no-blame feeling to function in this manner, and the change kata should be depersonalized. Throughout this purpose, Toyota does not necessarily see an abnormality or problem as good or evil; rather, one that may tell us more about our workplace" (Rother, 2010, p.139). The symbolic formula "NO PROBLEM"= a community of PROBLEM Toyota focusses on procedures and not on the discovery of others that are guilty and who accuse or punish this individual. It represents an essential change in organizational learning and constant improvement. Citizens are doing their hardest with Toyota.

This implies that if issues happen, processes have broken, and this will be explained. Searching for that involves discovering and changing to keep things from occurring every time around. Even if errors happen, Toyota has established a culture of health. As Schein points out in 1993, mastering a fresh and dynamic talent requires acknowledging mistakes at the start. Individuals also require a stable atmosphere that allows them to train and make errors before they know the latest skills very well. The same goes for individuals and organizations.

Learning from past achievements should be integrated with learning from past failures. Some scholars say that "the probability of potential corporate collapse decreases rather than before the performance of the organization" (Madsen & Desai).

In the Do step and shorter the entire loop, Toyota also strengthened the PDCA loop by incorporating metric methods. According to Rother (2010), "With the shorter PDCA cycles that check process metrics, we have now reached the level in an organization—the fractal—at which continuous improvement, problem-solving, and adaptation can be made expertly". Toyota actively embraces the notion that quality development or quantitative thinking should be utilized to solve all manner of issues. However, there is no significant change to transform business learning into strategic successes (Starbuck & Hedberg 2003).

The importance of the study lies in that Toyota implemented organizational learning and was able to achieve the success in the workplace since there was a high knowledge sharing and commitment from the employees and the management as well.

An Integral Model for Organizational Learning

Argote (2013) and Argote and Miron-Spektor (2011) provided a theoretical basis for an integrated paradigm of organizational learning. The model consists of an organizational learning cycle, which is environmentally friendly. The learning cycle is "a continuous period through which job success feedback through organizational learning mechanisms is translated into information. Job output correlates with knowledge-building context. The company's information contributes to the world and often influences the meaning of the enterprise, which impacts potential learning. In a sense, analogous to Nonaka's paradigm of patterns of awareness, organizational learning takes place. The whole company that provides the operational framework should be applied to this setting. The corporate background comprises all the features of the organization: personality, goals, policies, history, structures and relations. The organizational environment interacts to create knowledge with the individual. The corporate history includes two key components: a latent one, a functional or

active portion, Argote and Miron-Spektor (2011). The working world involves people and their equipment and will function. The disparity between their capacity to perform acts between the active and latent elements of the organizational background; therefore, as the company is regarded as an open framework, it understands the external environmental context. The external context influences organizational experience and hence corporate learning.

The developers of this model see individuals, resources, and activities as the key features in which organizational learning operates. They often establish three networks, comprising of members' network, tool-tool network and task-task network and other related networks, including member-tool network, task-tool network or member-task network. They often build three networks. Although the model seems very complicated from these various network combinations, the organizational layout of the business material as a platform for business learning has been streamlined. The three areas of knowledge (i.e. cognitive, thoughts, and spirits) and their relationship with the corporate system are meant to cope with the complexities of everyday life in organizations. In order to produce organizational learning, it is also crucial that "the information the person has learned should be stored in a supra-individual archive where everyone can access it. The authors note that it is the primary form of organizational learning. In other words, the acquired information may be incorporated into a routine (task network) or transactive (member-task network) memory systems» (Argote, 2013, p.35). This implies that individual learning is essential, but it is not enough for community and organizational learning to take place.

Organizational knowledge may be obtained explicitly or implicitly from certain organizations through a concentrating organizational entity (Argote, 2013; Argote & Todorova, 2007). Experience needs to do with different activities connected to the commercial partnership between extraction and discovery (March 1991; Raisch et al., 2009). "The question of combining work with utilization is raised in organizational learning studies in discrepancies between the refinement of current technologies and the creation of a new one. Exploring potential solutions significantly limits the level of abilities being built on current

skills. It is also evident that advances in the knowledge of current methods render it less desirable to experiment with others "(March 1991, p.72). The methods of organization and the tangible and intangible capital of the company rely on the combination of exploitation and discovery in organizational education.

Knowledge relies on the organization's willingness to benefit its victories and defeats. Some scholars find out that in many organizations, the thinking of past achievements is more appealing than defeats (Denrell & March 2001). For Western societies, it is almost a tradition to benefit from performance. Highlights in this pattern include benchmarking, professional practice, and a winner's mindset. Failures are typically related to winners, so incentives for improvement are hardly recognized. The exception is for environments in which hazards, and injuries are high, such as in the aircraft, nuclear and mining sectors. Failures may be pleasant leaches for Japanese society, which is the case for Toyota. History of Toyota indicates that information from defeats drops quicker than positive awareness. Naturally, a holistic approach to learning from successes and mistakes can offer better precision and lifelong awareness. Experience is time-dependent because of previous tasks. The most important information may be the latest incidents, in the plan for performance improvement.

The developers of this applied paradigm formulated a two-part organizational framework: an underlying or historical framework and a current context. The gap lies in their willingness to behave. "The history describes the roles and resources available to the company to accomplish its mission. The context also influences the expertise, motives and incentives of the leaders" (Argote & Miron-Spektor, 2011, p. 41). For starters, the morale of workers is influenced by external variables such as incentives, input, role design and the culture of the organization. Like I stated earlier, a philosophy of the organization, which is not focused on fear and guilt, encourages learning from mistakes and deficiencies. A healthy and secure culture which promotes dialog and confidence amongst employees (Starbuck & Hedberg, 2003). Nonaka & Takeuchi 1995; Rother, 2010.

Ultimately, Argote (2013) addresses three main organizational learning processes:

development of information, the transition of information and maintenance of knowledge. I would no longer be explaining such systems as I have already mentioned them in the previous paragraphs. The main concept is to incorporate and connect with the corporate sense in maintaining both procedures (Bratianu, 2008; Bratianu, 2013b; Bratianu, Jianu & Vasilache, 2011). The Training Pyramid Organization (LOP) hybrid paradigm, Liao, Chang and Wu (2010) integrates the conceptual strategy, operational planning, market structure, the information creation, dissemination and storage, and behavioral structures utilized by managers. The Model LOP expresses its dream as a guiding force: "This common purpose unites the team as one and guides the business in the manner expected" (Liao, Chang & Wu, 2010, p. 3795).

Organizational Unlearning

The learning and unlearning processes of each ontological level are two complimentary mutual processes in any organization (Becker, 2005; Becker, 2010; Bettis & Prahalad, 1995; Srithika & Bhattacharyya, 2009). Learning new skills, new methods, new processes, new technologies, or developing new competitive advantage strategies involves simultaneously rejecting some of the ancient knowledge and unlearning the things that may turn into resistance in the learning process. Throughout Hedberg (1981:3), information evolves and becomes outdated as nature shifts. This remains outdated. Understanding involves the development of new knowledge and the removal of outdated and misleading knowledge. Dismissing obsolete information simply requires unlearning power. The unlearning of "processes by which companies eliminate old logic and conduct and allow space for new ones" is considered for Prahalad and Bettel (1986, P.498). The authors emphasize that the organization should be able to unlearn the previous dominant logic before elaborating and implementing a new strategy based on a new dominant logic. They find that each organization establishes a specific dominant logic in time that serves as a mechanism for the collection and filtering of information and knowledge.

Bettis and Prahalad (1995, p.7) note that 'the dominant logic can be seen as a fundamental aspect of organizational wisdom, while organizational thinking can be seen as a method,

processes, beliefs, perceptions and improved behavior, which then shapes the dominant logical structure with input.' The writers find out that organizational learning and unlearning are interlinked inextricably with a process that relies on the individual setting and meaning. The notion of forgetting is proposed by De Holan, Philips, & Lawrence (2004). The two concepts are, however, not similar, because unlearning means a conscious, deliberate effort, while forgetting is mostly an unconscious process.

From this argument we should synthesize the idea that corporate unlearning suggests that

a) outdated or redundant information, abilities, processes and values are eliminated or discarded, and b) subjectively determine what may be 'existing,' redundant' or' obsolete.' Corporate unlearning can be a way to acquire new skills or a goal in itself. Srithika and Bhattacharyya (2009) find that unlearning requires the elimination of information from both human and non-human bodies. Non-human organizations respond to laws, laws, organizational maps, etc. which, after the administrative decisions are made, maybe dismissed relatively quickly. The goal is to detach individual beings from information, values, behaviors, rituals, etc. because this requires behavioral adjustments and other resistances must be resolved. For example, when people are transferred by rotations of work or as structural, organizational changes from one department to another, unlearning is necessary. "Fear of lack of control and knowledge in a specific department is, therefore, induced by unlearning. This uncertainty causes higher resistance" (Srithika & Bhattacharyya, 2009:70). The writers consider utilizing the recognition analysis to raising this resistance. This method is not focused on a management authority, but a constructive and motivating strategy.

The process of appreciation begins with the premise that everything performs better in the organization, so a shift is required to develop it. This presumption gives workers the illusion that the transition does not have a dramatic impact on their role or operation and would support everyone from the result of their company. This would their aversion to unlearning and, as a consequence of the new learning process, improve their understanding and behavior. In the usage of the appreciative investigative process,

managers will bear in mind that it is comparatively simpler to unlearn overt information inside the business than implicit awareness that occurs even on an individual basis (Nonaka & Takeuchi, 1995). We always must note that learning and unlearning are not symmetrical systems. "Unlearning is mentally complicated, according to Schein (1993, p.87), as the old way to do it is functioning for a while and becoming ingrained. The conventional way of doing things keeps life comfortable and boring and attempts to do different ways in the past have always contributed to disappointment and suffering.

LEARNING ORGANIZATION

What Is a Learning Organization?

As Örtenblad (2001) states, other scholars have used the definitions of corporate preparation and instruction interchangeably. It is possible that corporate thinking came in sooner than schooling, but things have improved now, and there is a sharp distinction in the two definitions from a semantical viewpoint. "Learning in the organization requires procedures or operations while studying is an activity itself" (Örtenblad 2001, p. 126). Tsang (1997, pp.74-5) provides a clear distinction: "The idea of organizational learning defines all forms of tasks that are taken out by an institution while it applies to a single entity in and of itself." Both theory and experience show that organizational learning mechanisms can be established in any organization, which implies that organizational learning is not an institution phenomenon. The definition of formal thinking, though, contains the principle of organization. The two definitions are also not semi-symmetrical (Dodgson, 1993).

In comparison, Örtenblad (2001, p.127) differentiates between "that which naturally occurs without effort and that which does not occur naturally but requires efforts or effort. In this case, all organizations should be coordinated, but only certain organizations would be trained.' Ordered learning is often necessary for a dynamic market setting for firms to achieve a strategic edge, though corporations do not automatically have to be studying organizations (Fulmer, Gibbs & Keys, 1998; Hawkins, 1994; Kim, 1993).

The organization of schooling is a metaphor. "The notion of the academic community, which is integrated into other myths with all its meaning,

has a metaphorical significance, but it is taken for granted, reified, and regarded as though it had already existed" (Stewart, 2001, p.147). Recognizing this metaphorical position can allow us to consider how organizations can "read" and provide individual characteristics and functionality.

With the publishing of the well-established book *The Fifth Discipline*, the idea of the professional organization became an influential source of motivation for academia and the global business community—the theory and science in Peter M. Senge's academic organization, 1990. Then Senge published two more books with his collaborators, the *Fifth Discipline Fieldbook*, to provide more concrete help to his ideas about the device learning. *Learning organizations* (1994) and the movement of transition approaches and methods. The obstacles to support professional institutions going ahead (1999). He is a Senior Leiter and Sustainability Mentor and Founder of the Sloan Program, Massachusetts Institute of Technology, the Centre for Organizational Learning. He is the founding chairman of the Corporate Learning Society, a multinational group of companies, academics and experts committed to interdependent individual and social growth. Peter Senge was named one of 24 people with the most significant impact on business management over the past 100 years by the *Journal of Business Strategies* (September / October 1999). The *Financial Times* (2000) has called him one of the world's best management gurus and Peter Senge has been listed as one of the best ten management gurus by *BusinessWeek* (October 2001). He has lectured internationally globally and transformed the theoretical principle of network theory into instruments that help explain the economic and organizational transition.

Senge views the learning system, like every technological innovation, as corporate development. Whereas a scientific innovation consists of measurable components called inventions, a societal development consists of conceptual components defined as disciplines. A specialty is "a body of philosophy and methodology to be learned and practiced in order to be applied. Training is a means of learning knowledge or abilities a lifetime learner will be a teacher" (Senge, 1999, pp.10-11).

These approaches do not actually establish the

professional organization but will put all the initiatives the enterprise wants to grow into a successful institution into harmony. The five styles that help build the professional organization, from Senge's point of view, are: 1) intellectual mastery; 2) visual models; 3) dream shared; 4) team planning; and 5), reasoning processes. Real superiority motivates people to never avoid studying or to develop their technical skills. Mental representations rely on the prospect of seeing the universe in a more nuanced and appropriate way than school explanations. The shared dream involves focusing on the potential team and company and harmonizing specific goals with the potential. Creating a shared dream requires pledging oneself to the collective future. Group work involves going past human thinking experiences and communicating the information learned with others. The program analysis ultimately incorporates the four other areas by provides the learning institution with a structure. The synergy of learning integration is enhanced by the assumption that the final result of nonlinear systems is greater than the sum of all components.

Senge stresses that all staff, particularly all managers, are shifting minds at the heart of the learning organization. "Everywhere, citizens discover how they construct their life, is a learning organization. How can it be modified "(Senge, 1999, p.13) It is the search for academic, emotional, and spiritual development, able to create this transformation of mind or metanoia, that is, the core of a development organization. This is the desire, when we do on a personal level, to see the forest outside the leaves, like a different world with new technology. The learning organization, for Senge (1999, p.14), is an' organism that continuously extends its capacity to build the potential. It is not enough to live with such an entity. Sustainable learning' is essential—indeed it is required, or what is more commonly referred to as' adaptive learning.' The experience acquired with the Japanese theory of continuous management enhancement reveals that "adaptive learning" involves the creation and execution of incremental improvements that enhance product and service efficiency and adapt organizational awareness and success at an international level. "All research is targeted at an intended outcome, requires reinforcement for thought or community research, and is a transition mechanism." The word "generative learning" in turn suggests a

fundamental improvement typical of the transition method, as Calvert (1994), Mobley and Marshall (1994, p. 40) remarked.

Adaptive thinking is focused on an extrapolation model of the current through the future by small changes based on a short-term outlook with consistent outcomes. Generative planning is focused on the discovery of the potential and dynamic changes based on a long-term outlook. Generative schooling can remove inertial forces and providing possible potential incentives for businesses to achieve a competitive advantage. Generative thinking mechanisms are focused on tropical models of thought (Bratianu, 2007; Bratianu & Murakawa, 2004). An ability to develop continuously in minor and guided behavioral improvements is the guiding force in adaptive learning. However, no one can promise that minor improvements are made in the right direction in a big transition. The leadership of some better likely futures is the driver of generative education. In this scenario, the shift path is specified first, and adjustments are enforced only then."

The structure of the learning is focused on dynamic and non-linear mechanics. This poses significant problems for policymakers whose thought structures are focused on direct and simplistic interactions with causes and results. Organizations should be viewed as entities of dignity, including living organisms. According to Senge (1999, p.66), "There are two tiny elephants that are not created by cutting an elephant in half." Unfortunately, many citizens cannot grasp this dilemma and seek, by breaking it into parts, to simplify the problems. They miss the relationships between the components that build credibility and induce synergy. In general, structure thought is a practice to see wholes and to see interrelationships rather than items in such wholes. Pattern analysis deals with shifting trends and not images at a single moment. Senge (1999) ends with the argument: "I consider a method of thought the fifth discipline since it is the intellectual heart that focuses all of the five disciplines in this text. They all involve a change in mind between seeing pieces in the eye and seeing people as hindrance reactors and seeing them as active participants in defining their life, responding to the present and constructing the future.

In systems, the function and influence of input

on the device performance should be recognized. The input is in favor of one-loop school. Senge (1999) differentiates between feedback strengthening and feedback balance. The input enhanced acts as an amplifier and is the development driver. This supporting guidance is focused on the Pygmalion impact that is seen in other company consulting activities. Small improvements expand on themselves in this trend. It is amplified regardless of movement, producing more movement in the same direction. The method of making a snowball is well-known. The affirmation input may also be detrimental and contribute to the downfall of the company. The feedback serves as a step towards equilibrium for natural and technical processes. It highlights all target-based behavior. There are several calming retroactions in the human body. For starters, the equilibrium of the body temperature or the change of our perceptions with light pressure; these are usually considered homeostasis. As a rule, a balancing method often operates to close a distance between the ideal and the actual. "If there is resistance to transition,' you should rely on one or two' closed' mechanisms of equilibrium", Senge (1999) remarks. Shift aversion is neither enigmatic nor capricious. The challenge to conventional norms and methods to do things almost often emerges.

The organizational learning paradigm developed by Senge (1990) is picked up by Hong Bui and Yehuda Baruch (2010) and updated by a theorized structure for the context and performance. Bui and Baruch give a variety of histories, outcomes and considerations that can serve as moderators to increasing discipline identified by Senge.

A human resources strategy for a particular company may be known as the control element. Bui and Baruch extend the chart of the five disciplines by identifying this history and outcomes for each discipline. In some fields, such backgrounds can be simplified. The same will occur with the tests.

Dennis Sherwood (2002) emphasizes that processes awareness requires not only recognizing inputs but the conceptions of growth and self-organization. Both theory and empirical evidence suggest that only when such criteria are fulfilled will a community of individuals become a squad. For example, the team leaders express a

dream which is an inspiration for the team's behavior. There are also some essential principles which direct team decision-making. "High-performance coordination comes in when the circumstances are perfect, and the squad works like a squad. It is only one indication of how the entire merely is higher than the number of its pieces "(Sherwood, 2002). As a result of non-linear interactions, emergence creates synergies between the team components. "The development of a cohesive hierarchical framework is often regarded as self-organization (Sherwood 2002), a significant feature of various complex structures."

A learning organization has *five main features*: personal mastery, mental models, shared vision, team learning and systems thinking.

Personal Mastery: Gaining a clear dream that is a realistic image of your life, knowing your goal and a dedication to the reality, and not deceiving yourself, whether it's encouraging or relaxed.

Mental Models: You will adjust your mind habits and grasp the environment that affects our behavior.

Shared Vision: That is the solution to the question: What do we decide to do? It is essentially what the company leaders intend to build or accomplish. A mutual purpose simplifies planning and helps to accomplish objectives ideally as the leaders of the company choose to follow a common dream.

Team Learning: This starts with communication, the willingness of a team leader to expect and initiate a cycle of contemplation and conversation together. Team development is critical since in contemporary organizations, teams and not people become the fundamental development entity.

Systems Thinking: Peter Senge believes it is the key to bringing together all five concepts in a coherent way. They are talking to something that determines or defines actions as we use the terms "program." This offers us a chance to look at what is our true dilemma and consider where we are at the moment, just to see our current truth. It allows

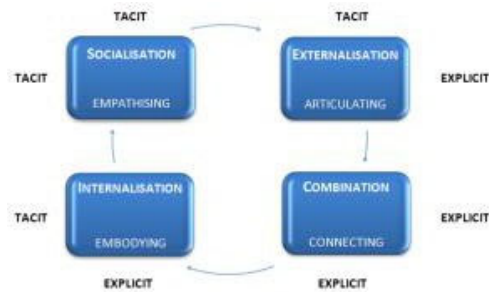


Figure 1: The SECI model of knowledge dimensions

one to see what we have, but also to see if we can alter a process or method successfully and lastingly.

We can differentiate some learning models; I would like to name and describe two types of them. The first model is *SECI model*.

Two forms of information were introduced: implicit and explicit by Nonaka and Takeuchi. Tacit awareness is an understanding that is difficult to transmit through writing or verbalizing to another person that is focused on thoughts, perceptions, impressions, memories, instincts that internal facts. Unlike real, embodied, communicated and written information, quantities, passwords, mathematical and science formulas. The information contained in papers, records, books, on the internet, and other visual or oral means is simple to interpret, store and distribute. Now I want to add four measures to awareness creation and transition (Figure 1).

SOCIALISATION

Tacit to tacit: Awareness is conveyed by education, tracking and direction. We may express implicit information by interaction or face-to-face. Such interaction may be supported by meetings and brainstorm. It is impossible to formalize social wisdom such that it can only be learned by mutual interaction, including spending time together or residing in the same environment, for example.

EXTERNALISATION

Tacit to explicit: This is a complicated and important mechanism for conversion. Tacit information is authenticated into records and books, so that the organization can distribute it more effectively. This form of contact is assisted

by ideas, photographs, and written documents. Once tacit knowledge is clearly clarified, information is crystallized and then it may be communicated with others.

COMBINATION

Explicit to explicit: It is rather a clear type. Codified forms of intelligence are merged to generate additional material. This style of information transfer can be facilitated across computerized communication networks and large databases. Explicit information from inside or outside the entity is gathered and then merged, modified, or converted to create new awareness. The new explicit knowledge is then disseminated between the members.

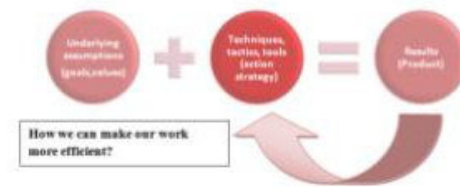
INTERNALISATION

Tacit directly: Explicit information is part and parcel of an individual's awareness. Internalization also constitutes a process of constant individual and mutual image and of the ability to see links and to recognize patterns and the ability to make sense of areas, ideas and concepts.

I want to look more at the importance of the models established by the adult and double-loop learners Chris Argyris and Donald Schön. Training requires mistake identification and correction. When something goes wrong, principles, policies or laws may be triggered instead of questioned. This is single-loop learning, distinct from double-loop learning.

Errors are found and resolved in forms that include modifying the basic principles, practices and goals of an organization. Through the accompanying illustrations you will see how these two versions vary (Figure 2).

Single loop learning



Double loop learning

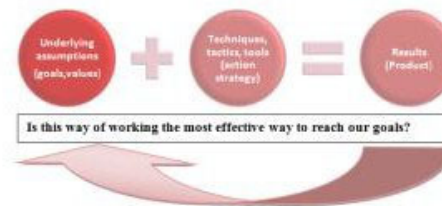


Figure 2: Single and Double Loop Learning

Now I would like to tell a couple of things regarding organizational learning as a prerequisite for successful management of safety in a company. Organizational learning is assumed to be a systemic and continuing process for any organization. One dimension of health prevention, inseparable from the reduction of workplace harm, should be concerned with.

Health and safety-related research starts as we consider potential for a dangerous scenario even after such an event has already taken place. This may be an event or occurrence that may present a danger of inconvenience to workers in the job cycle.

Such conditions are evaluated to diagnose probable or actual harmful outcomes. Analyzing and identifying the cause of unwanted situations is only the start of the organization's learning. A strategy to avoid these scenarios in the future will be built as a next step.

The end of the process of learning is the implementation, tracking its success and dissemination between all employees of the developed solution.

Koornneef and Hale introduced their own learning framework in the company, based on Argyris and Schon's 'theory of practice'. According to them, real knowledge of workers during their day-to-day jobs is the foundation for understanding. There is no need to adjust in a properly working phase, which does not contribute to unpredictable and unnecessary circumstances. Nonetheless, the initiation of the learning cycle happens once the workers encounter an unforeseen unsafe circumstance in the workplace. This may have one or two loop characteristics.

In both principles, any employee's involvement in the learning phase is the most significant and core aspect. The organization undergoes collective, systemic growth of all staff and procedures, organizational strategies, and relevant criteria.

Assessing a Learning Organization

David A. Garvin C. Garvin A. In his view, the learning institution is "companies that will develop, obtain, interpret, and maintain

information and change its behavior in order to represent new expertise and observations" (Garvin, 2000). The learning organization's position as the business managerial instructor at Harvard Business University. Garvin approaches the learning environment from a holistic viewpoint, concentrating on the fluid corporate information structure (BRATIANU, Agapie & Orzea, 2011). It includes generating and gaining expertise, understanding, and exchanging information and maintaining it while individuals are removed or left. As a product of information transfer, novel concepts "must be incorporated into the consciousness of an organization, through laws, processes and legislation to ensure that they continue in place over time" (Garvin, 2000, p.11).

A transition in the conduct of the enterprise is the product of all this information management. From Garvin's point of view, learning means action and action means change. That means that the learning organization should not only be able to increase its knowledge, but also to enhance its economic performance by changing. Such a research organization may also respond better than its rivals to a dynamic climate and achieve world-class success (Ho, 1999; Stewart, 2001).

Garvin, Edmondson and Gino (2008) created a method for measuring the profundity of organizational learning for professional organizations. The writers propose that the professional organization consists of three foundation blocks: 1) an enabling working atmosphere, 2) specific learning procedures and activities and 3) leadership to improve working.

Building Block 1: A Supportive Learning Environment. An area such as this will help and activate four key features. The first, and maybe the most significant, is the psychological protection environment. Employees can only carry in their mistakes and benefit from them if they will be motivated by a community. Even as they express their opinions, workers will not encounter any attacks. The double thinking paradigm, a condition well established from the former soviet nations, generates distrust of retribution for holding contradictory opinions and mistakes. Employees should be confident with sharing their opinions and feelings about some issue, mainly though they vary from some. That is linked to the second function of such a setting

where disparities are valued. Learning takes place as individuals are conscious of conflicting thoughts and opinions on the same truth. The third crucial aspect of a positive learning atmosphere is tolerance to fresh concepts. That also implies that new methods of problem-solving can be created. The fourth feature is room for contemplation. Reflection is critical in exploring different approaches and in digging deeper into each problem's content. A positive research atmosphere would also provide participants with the flexibility to think, reducing strict deadlines and busy workinghours.

Building block 2: Concrete Learning Processes and Practices. Such methods involve "experimentation in designing and evaluating innovative goods and services; data collection to track economic, market and technology trends; review and evaluation of skills to locate, solve problems; preparation and preparing for the creation of both new and existing workers" (Garvin, Edmondson, 2008).

Such methods involve: All such practices include the exchange of information between persons, organizations, or whole organizations. They add the exchange of information will take into consideration all the fields of awareness, i. e. logical, emotional, and moral. This is also essential, as a way of growing retention of information in organizations, to improve intergenerational learning.

Building-block 3: Leadership That Reinforces Learning. Leaders can foster organizational education through their thinking, decision-making and personal behavior. Leaders build and promote a positive working atmosphere and facilitate constructive and realistic working processes. Employees can find if their conduct is following their beliefs and can only loosen up if the employers encourage and maintain a working atmosphere of psychological health. Leaders will be able to promote learning because "the central challenge of the 21st century is the capacity to learn and improve the learning cycle" (Garratt, 2001, p.ix).

"The three-building blocks of organizational thinking complement one another and, to some degree, overlap," Garvin, Edmondson, and Gino (2008). Much as leadership habits are essential in developing and sustaining welcoming

workplaces, administrators and staff should be rendered more successful and productive in carrying out different learning processes and activities.

FUTURE TRENDS

The bulk of work carried out thus far has concentrated on semantic understanding and development in the area of interpersonal thinking and development. The incorporation of academic, emotional, and moral awareness, though, is the corporate expertise, and organizational learning will embody individual processes within of area of understanding. For example, organizational culture, as opposed to the organizational framework, which is primarily the product of cognitive, is a direct outcome of emotional and spiritual awareness. Emotional and theological leadership work can help members build the capabilities required to transform companies into leadership organizations. Throughout the assessment of systems theory and learning organizations, more study projects are expected to explore alternative methods of solving uncertainty and non-linearity. All these ideas regarding corporate development and academic organizations need different methods and measurements.

CONCLUSIONS

Organizational planning and development institutions reflect relational concepts that help one understand the interactions between the various expertise fields of a particular organization and the economic success of the business. Corporate learning is an interactive mechanism by social connections between people, groups, and organizations. Thanks to operational preparation, an activity will respond to external conditions quicker and easier. The series of four interconnected phases can be used in interpersonal learning: perception, understanding, incorporation and institutionalization. Such systems are responsible for generating and translating information from personal to business awareness. While work has primarily centered on cognitive awareness to date, organizational learning includes all three fundamental types of information: cognitive, emotional, and spiritual. Corporate learning is based on increased input and suggestions as well as input. The relations between inputs and

outcomes were organized according to their feedback (single-loop learning) and regulating variables (double-loop learning) through single-loop and two-loop learning. Business preparation requires business unlearning by symmetry. Such two systems are systematically interwoven and utilize corporate memory, another analytical term used in the complexities of corporate awareness. Toyota kata may be an essential example of the philosophy of integrated organizational learning.

In a strategic cycle aimed at building a sustainable competitive edge, an organization that incorporates all internal development mechanisms is a lifeline. Peter Senge suggests that a learning institution should continuously extend its capacity to create a future. That is, the form of learning which enhances our capacity to construct is the adaptive training to generative learning. Five areas form the foundation of the academic community, namely internal knowledge, visual structures, shared perception, corporate planning, and machine thought. The fifth discipline is the most crucial discipline for the research organization because it incorporates all the others and reveals that organizational information systems are dynamic and nonlinear. The learning organization, as in dynamic systems philosophy, is optimal. It is an ability that empowering leaders and diverse organizational processes will turn into practice.

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