

Learning Organization

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Abstract: I examined the learning organization in the paper. The examination included the drives that urge traditional organizations to become learning organizations, qualities and characteristics a learning organization possess and the areas of change required for an efficient transformation. I found that a multilevel participation, strategy, structure, and culture are essential factors in learning organizations. Finally, I found that learning organizations gain a strategic competitive advantage, commitment, performance and productivity, job satisfaction, effectiveness, and increasing experience and activities.

Introduction

The research in the topic of learning organization emphasized three drives that urge the transformation to become a learning organization. The drives are, the changing nature of work, the change in the workforce learning, and customers' shifting preferences. Among the learning models available for organizational learning, the double-loop learning model is the most effective. Furthermore, organizations in their learning should focus on the dominant forces in their environments and try to maintain a learning mode and not slip into a teaching mode. What is more, is the role of people in the organization? A multilevel participation, ranging from top-level management and decision makers to first-line workers, is essential in the learning process. Managers has the responsibility to facilitate learning, knowledge transfer, and the creation of organizational commitment to support it. Further, managers should ensure the creation of an environment and culture that has psychological safety, appreciation of differences,

openness to new ideas, and time for reflection. Moreover, employees today have to handle life-work balance and continuous learning which shape their attitudes at work and the way they acquire knowledge. Hence, without adequate strategy, structure, management involvement, and culture, the learning cannot be effective and productive. Finally, the outcomes an organization would gain from becoming a learning organization are numerous, including commitment, performance and productivity, job satisfaction, effectiveness, increasing experience and activities, and a significant strategic competitive advantage.

Methodology

The primary hypothesis for this study is the human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself.

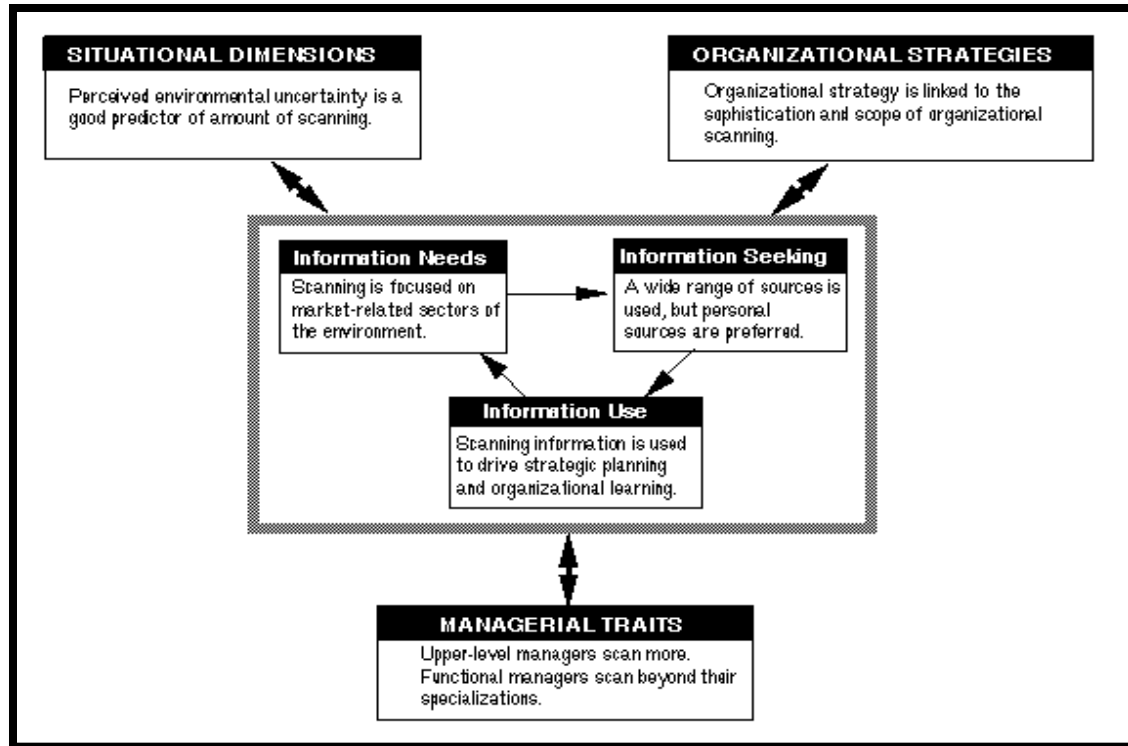
The methodology for this study was a literature review. The Marshall University library was used for full text articles, utilizing the PubMed, EbscoHost, ProQuest, MEDLINE and Google Scholar databases. Google was used when articles could not be located through the above data bases. Key terms used in the search included 'Organization' OR 'Human Behavior' OR 'Learning Organizations', AND 'Corporations', OR 'Employees', OR 'Workplace' AND 'Learning'. The search was limited to articles published from 2005 through 2014 in order to keep the research current. Articles were limited to the English language.

Primary and secondary data were included from original articles, research studies and reviews. Relevant articles were selected after review of abstracts was performed. Out of 57 total articles, 33 references were chosen for this research. Abstracts of the sources

were reviewed first to determine if the information presented in the articles was related to the study. The data was analyzed and categorized based on the findings. This search was completed by MM, PN, A, B and KB and validated by MI who acted as a second reader and also double checked if references met the research study inclusion criteria.

The approach for this research study followed systematic search steps and research framework. The use of the conceptual framework in the current study is appropriate as the focus is on learning organization and its emphasis of three drives that urge the transformation to become a learning organization. Figure1 depicts the process of using the three drives in Learning Organizations. To research how without adequate strategy, structure, management involvement, and culture, the learning cannot be effective and productive. Finally, the outcomes an organization would gain from becoming a learning organization are numerous, including and a significant strategic competitive advantage.

As a final result of analyzing the literature, the benefits and barriers of Learning Organizations in workplace can be identified (Figure 1).



Drives that Urge Organizations to Become Learning Organizations

In today's business world things have changed drastically for organizations. Organizations now face new challenges and pressures to stay competitive in their markets. Globalization, technological advancements, customers' shifting preferences, reduced time cycle and the workforce are constantly changing, making it extremely important for organizations to improve their learning and working mechanisms. There are three main drives that urge organizations to become learning organizations.

First, the changing nature of work. In today's uncertain economy and rapidly changing environment, the nature of work in organizations has also changed. Work has become more team-based and collaborative. We see more of quality circles and self-directed teams in the workplace today than a few decades ago. Employees are also being rotated among different tasks and being cross-trained among different units to increase

their learning capacity and understanding of the related functions out of their units. This kind of environment encourages cooperation, innovation and share of knowledge and expertise within the organization. Thus changing the organization's hierarchal structure from vertical to a more horizontal structure.

Second, the change in the workforce learning. The model of learning has changed significantly from what it used to be. Learning used to mainly signify formal education. After graduating school or college people would work in jobs and apply what they have learned in their schooling years, but not anymore. Learning has become a continuous process in addition to continuous competency development. Employees today learn from different sources as they go whether it was from their peers, managers, customers, suppliers, readings, technology or any other source or form to expand their knowledge. Moreover, communication and interpersonal skills becomes very important in this kind of continuous learning. Employees are expected to be able to function effectively in their interaction with any source of knowledge. "New social forces such as changing family life, new values toward work and leisure, the need for recurrent education throughout life, and the mounting economic costs of today's retirement policies may push individuals and society into new life patterns that more flexibly mix education, work, and leisure throughout all stages of life".¹ The use of technology has also becomes important to master and to be effectively used by employees.

Third and final drive to address in this topic is, customers' shifting preferences. Customers today are more aware of their choices and make more informed decisions than before about their demanded products and services. Organizations no longer have the luxury of defining value for customers, instead, customers now demand and expect better

value. In addition, customers' demands became more complex and time pressured. Along with globalization and competition, organizations now have a greater pressure to meet their customers' demands and ensure their satisfaction.

Learning Organization

A learning organization is defined as an organization that facilitates the learning of its members and continuously transforms itself.² It is also different from traditional organizations in which it places high value on the learning of people at all levels of the organization not only top management and decision makers. Further, it focuses learning on the main competitive forces at a specific period of time.⁴

The learning organization develops as a result of the pressures facing modern organizations and enables them to remain competitive in the business environment.³ Moreover, business environment as a learning context has entered a knowledge economy age, where knowledge has become power and rapid learning has become a prominent strategy that needs competency and capability in organizations.⁴

There are two models of learning in organizational setting. One is called "single-loop" learning where individuals, groups, and organizations modify their actions according to the difference between expected and obtained outcomes. The other model is called "double-loop" learning where the entities reshape their strategy, policies, and culture to achieved the desired outcome.⁵

According to Peter Senge (1991) a learning organization possesses five main disciplines:⁶

- a. Personal mastery. This discipline reflects the individuals' ability to learn and

- contribute their knowledge to the organizational learning.
- b. Mental Models. They are the assumptions held by individuals and organizations, which need to be challenged in order to grow and improve.
 - c. Shared vision. Is a vision created and shared by the people in the organization about the desired outcomes.
 - d. Team learning. Is the accumulation of individual learning, which is greater than the sum of individual learning?
 - e. System thinking. Is the manner of understanding the correlation and relationships between the different parts within a system?

In addition, in order for traditional organizations to become learning organizations an oriented action in developing their strategy, processes, structure and culture needs to be taken. Therefore, learning alone is not enough to sustain a competitive advantage but organizations managing their own needs by directing the learning toward the dominant factors in their environments will do that. There are several forces that affect the organization's competitive standing which call for learning focus to be directed toward responding to the dominant force at that specific period of time. The external forces affecting organizations are:⁷

- a. Direction force. It is when the organization needs to make changes in the direction of their strategy, objectives, vision, and any other related aspect of the organization to align with their external environment.
- b. Efficiency force. This kind of force is related to standardization and the processes used in the organization. This includes the processes used in work and information flow, and authority hierarchy.

- c. Proficiency force. It is related to high levels of skills and knowledge related to the business of the organization.
- d. Concentration force. It is related to concentrating efforts and learning toward certain markets or projects.
- e. Innovation force. It is about being proactive and staying ahead of their competitors by the production of new or different products/services. This also entails being innovative in solving problems and viewing situations.

There are two other internal forces that also affect the organizational learning, and they are the cooperation and competition forces. However, the competition force is rarely constant and varies in its perpetuity over time.

The transformation to becoming a learning organization may not be an easy procedure. Organizations need to comprise embedded systems to capture and share knowledge so that the organization may continue to progress and develop competitively.⁸ These systems acquire learning and develop an organizational memory.⁹ So in order for effective learning to occur, learning needs to be encouraged at all levels: individual, group, and organizational level. According to Nonaka and Takeuchi (1995) knowledge is first created by individuals, after that through a process it is converted to organizational knowledge.¹⁰ A great comprehensive survey instrument has been developed by (Garvin, Edmondson, and Gino, 2008) to help organizations assess the depth of their learning practices.¹¹ Many attributes of efficient learning can be drawn from the survey. Deriving from the assessment measures of the survey, a learning

organization should make the necessary changes to ensure the implementation of the following:

- Encouragement of talking about problems and disagreement.
- Sharing of information about what does and doesn't work.
- Addressing differences of opinions directly with the group rather than privately.
- Rewarding people who take chances even when mistaken.
- Frequent experiments of new products/services.
- Systematical collection of information on competitors, customers, economic, social, and technological trends.
- Making time available for education and training activities.
- Promotion of conversation and dialogue and not critique.
- Meeting and learning from internal and external stakeholders.
- Promptness and accuracy in communicating new knowledge to decision makers.

The mentioned points above contribute to the efficiency of learning at individual, group, and organizational level. They contribute to the development of personal mastery where individuals are expected to be proactive, reflective and creative in their learning. Moreover, the measures enhance the use of self-directed teams as well as cross-functional teams to solve problems and improve productivity. They also support organizational structures that facilitate communication and the culture that views challenges as learning opportunities. So we deduce that a supportive learning environment has four main characteristics: psychological safety, appreciation of differences, openness to new ideas, and time for reflection.¹¹ Ultimately, this creates a fertile environment and organizational

culture for fostering sustainable learning.

A related matter to organizational learning is the permanence of learning. Organizations tend to stay in a learning mode; becoming a learning organization, for a limited period of time before they slip into a teaching mode or worse a static mode. In teaching mode organizations have lower response to external environment and lower level of learning focus and communication.⁷ This change would have a negative impact on the organization's performance and competitiveness.

At last, the objective of becoming a learning organization is to create a flexible and adaptable learning environment with supportive systems to efficiently capture, transfer, and share knowledge within the organization and among its people. However, knowledge by itself does not improve organizational performance, the application of knowledge is the main factor in doing so.¹² The key is to be able learn faster and respond quicker than competitors. And when learning becomes an embedded attribute of the organization, the organization gains a strategic competitive advantage.

Employees and Learning Organizations

In today's workforce, employees are seen differently than they were a hundred years ago. Back then employees were viewed by corporations as pure manpower and a drain on expenses. Nowadays employees are much more valued and treated as such simply because organizations wouldn't exist without employees working for them. More specifically, learning organizations wouldn't exist without employees' maintenance of a constant and consistent learning environment in the workplace.

Employees have more to worry about than just work though. With the growing demand for a work-life balance, workers want to be viewed as more than just employees although they come to work with the complexities of their own lives. “An individual faculty or staff member comes to work with the complexity and challenges of his or her personal life. The ability of individuals to be creative and productive depends on how they can address, balance, resolve, or overcome these complexities” (Strategic HR and Organization Development 2012, 71). Therefore an employee’s daily productivity is based off their attitudes as a result from occurrences in their personal lives. Employees may be less inclined to participate in learning organizations during difficult periods of their life albeit a couple of days or perhaps weeks or even months. In this case, motivation from managers may encourage employee participation in organizational learning.

Manager participation in creating a learning organization is vital, because he or she represents the organization’s demands and values to their workers. If a manager doesn’t care, why should his or her employees? If an organization desires to become a learning organization, participation from all employees including managers is important. As stated in the Strategic HR and Organization Development (2012) article, “Management practices influence how employees perceive fairness in terms of trust and confidence in management, consistency, integrity, clear expectations, equity, justice, and respect. Since direct supervisors can have tremendous power and influence over workplace outcomes, management styles can evoke either extra effort and loyalty or resistance and resentment” (79). Managers are also employees participating overall in organizational learning; however, they have the added responsibility of representing the

organization and motivating lower level employees to participate in establishing and maintaining the learning organization. Gustavsson (2009) stated in an article regarding learning organizations in the public sector, "...workers' learning experiences depend on whether they feel that the manager supports learning and competence development" (255). Not only should managers be supportive of this new learning environment, but they should ensure that employees feel that support.

One way to strengthen a learning organization is through organizational commitment. Sahin (2013) broadly described organizational commitment as, "the term mentioned together with learning organization which includes skills related to systematic problem solving, experimentation with new approaches, learning from their own experience and past history, learning from experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organization" (58). Organizational commitment can also refer to turnover intention. In Yafang's (2014) article about learning organizations and hospitals he states, "organizational commitment is a predictor of turnover intention in nursing staff, and nursing managers must therefore find effective management approaches capable of influencing organizational commitment" (2). If organizational commitment is strong in a learning organization, then it's safe to assume that organization would have higher productivity and efficiency as well as decreased turnover and eventually less turnover intention.

Research on organizational commitment also brought to light the concept of organizational justice and its relationship to learning organizations. Sahin (2013) states, "One of the organizational behaviors having a mutual relationship with organizational justice is organizational commitment" (57). Organizational justice is a fairly recent

concept that arose with the employees' desire to be treated fairly in the workplace, "Organizational justice suggests that when an organization's practices are fairly for employees, they respond to these practices by behaving in a beneficial way to the organization" (Sahin 2013, 57). When employees see that good behavior is praised and that bad behavior is punished, they are motivated to perform well and become more committed to the company. Organizational justice is another factor that builds the foundation for a strong learning organization. In Sahin's article, organizational justice is the mediator between organizational commitment and learning organizations. However in Yafang's article, internal marketing is the mediator between organizational commitment and learning organizations.

Surveying employees through benchmarking or internal marketing provides helpful feedback about the organization and its changing needs. Shoid, Kassim, and Salleh (2012) state in their article, "Indeed, by having benchmarking activities, these would help the employees to continuously learn and improve the process [of] management as well as the products and services" (117). Employees like both receiving and providing feedback. Yafang (2014) states in his article about a hospital as a learning organization, "Internal marketing helps hospital administrators to improve the quality of service provided by nursing staff to their patients and allows hospitals to build a learning culture and enhance organizational commitment of its nursing staff" (1). In this case, internal marketing makes for happier nurses and also happier patients. Similar to the effect that internal marketing has, Yafang (2014) also stated that, "The organizational commitment and job satisfaction of individual nurses influence service quality" (2). Internal marketing alongside organizational commitment can have a great effect on

employee's performance, which will improve the quality of goods and services that learning organization provides and make for happier customers. Yafang (2014) surveyed the nurses at this particular hospital and found that, "a statistically significant positive correlation between internal marketing and the existence of a learning organization." (11).

Learning organizations are not industry-specific and can be applied to nearly any organization. In Sahin's (2013) article a school in Europe is the focus, "...learning organizations provide enhanced teacher's performance through providing continuous learning for teachers" (63). Teachers were able to better educate their students by creating a learning environment not just for students but for the teachers as well. Yafang's (2014) article provided a case study of a hospital in Taiwan, "Healthcare organizations are highly knowledge-intensive institutions that require continual learning to improve their capabilities" (2). Nurses at this hospital were able to keep their skills up-to-date and were aware of new treatments in order to keep themselves knowledgeable in the workplace and competitive in the job market based on the existence of a learning organization. Also, Gustavsson's (2009) article studied the establishment of a public sector learning organization, "The findings demonstrate that work can be organized as a learning environment to facilitate expansive learning even in a resource-limited public sector organization" (245). Learning organizations are by no means simple to establish, but they can be established and sustained as long as the employees are willing to do so.

Members of the human resources staff should oversee that managers and employees are working to create and maintain a learning organization in the company. It cannot be created on its own and employees must work on the learning organization in

order to reap the benefits. As stated in Gustavsson's (2009) article, employees need the desire to change for change to occur, "At this time a critical condition for the learning to be expansive was the team member's desire and willingness to actually develop their work" (258). Human resources can determine how badly employees want or don't want to change. "Internal marketing is a human resource management tool used by organizations to successfully educate, train, and motivate employees to provide better services to customers" (Yafang 2014, 3). On the subject of human resource faculty, the article Strategic HR and Organization (2012) claims, "HR consultants can facilitate systematic organizational learning that supports a networked system in a complex academic structure. And they support the work of line managers and department heads in crafting contextually specific human capital strategies aligned with institutional values and goals" (77). Human resource managers can mediate the establishment of a learning organization through internal marketing and organizational justice while increasing organizational commitment, which not only benefits the employees greatly but the learning organization as well.

Employees view of learning

- **Attitude**

Born into a world of constantly evolving technology, rapid change, and the constant creation of new knowledge, the knowledge worker no longer sees learning and work as completely distinct. To the knowledge worker, getting the job done means keeping abreast of developments in their fields, and this requires continuous learning.

As Peter Drucker has remarked, unlike industrial workers, knowledge workers own the means of production: their own brainpower. Knowledge workers, therefore,

expect and need to learn through work. They are disappointed and ultimately disabled when they cannot learn. Meeting these expectations by building a learning culture is thus essential to maintaining and retaining a productive workforce.

Now, although the knowledge worker is often portrayed as a technical professional, we are all becoming knowledge workers. The value of what we produce depends on what we know; and what we know depends on what we can learn. What we learn, moreover, depends not so much on what we learned at school as on what we can learn on and through the job. The flexible employee is the employee who sees change as an opportunity to learn. The educator John Dewey captured the idea well: Learning is not a preparation for life; learning is life.

- **Commitment & Culture**

The commitment by an individual to the process of learning is known as personal mastery. There is a competitive advantage for an organization whose workforce can learn more quickly than the workforce of other organizations. Individual learning is acquired through staff training and development, however learning cannot be forced upon an individual who is not receptive to learning. Research shows that most learning in the workplace is incidental, rather than the product of formal training, therefore it is important to develop a culture where personal mastery is practiced in daily life. A learning organization has been described as the sum of individual learning, but there must be mechanisms for individual learning to be transferred into organizational learning.

Furthermore, rather than spotlighting training as a one-time event, L&D pros should make learning a regular process within the company. It's a cultural thing: When a new employee starts with an organization that values regular learning achievements, he

mimics that attitude. Instead of being a necessary evil, learning becomes a part of professional development instead of just another job task.

Outcome

It is essential for organization to embrace learning in their approach in order to be successful. Nowadays, Changing is crucial for organization in order to keep tacking the developing business world. One of the most effective ways for enhancing an organizational productivity is employee training. It is even more important today give the fast-changing nature of current work practices. Research has shown that 50 percent of all employee skills become outdated within three to five years (67). However, there will be negative impacts on organization that refused learning in their structure. According to Imran, Rizvil, and Ali (2011), “The organizations that are quick to learn and adapt to these changes are in a better position to sustain themselves than the organizations that are reluctant and traditional in their approach” (p.424). Even the high rate of technology innovation has caused the cycle shorter for information technology professionals. On the other hand, this phenomenon requires organizations to focus more on learning by providing different kinds of job preparation and training. Consequently, demand is growing for ongoing research to determine optimal training approaches with real performance impact. Organization learning occurs only after experience has been gained (March and March 1977). Action of learning, even mistakes, provide new information-fragments of experience- that form the basis for learning (March, Sproull; and Tamuz 1991). Therefore, learning organization leads to commitment, performance in productivity and job satisfaction.

Commitment: Learning organization processes improve the team's ability to recognize and act on changing environmental conditions. Also, learning organization has been defined as an ideal organizational vision which could help organizations to cope with and even lead environmental change by reinforcing learning activities. Organizations provide for their employees the suitable learning methods that will lead to commitment. These methods offer for employees suitable visions of goals and values in their workplace. Therefore, employees will achieve organizations' goals as Atak and Erturgut (2010) stated "Employees with high commitment strive more to fulfill what is expected from them and achieve organizational objectives," (P.3473) Furthermore, Organizations that achieved employees' commitment "allows diffusion of individual learning into the organization." (p.3473). To add more, studies showed that learning organization will gain employees' commitment as Balay's (2012) study showed Private universities that offer a learning atmosphere for their employees show that there is more loyalty in the workplace (p.2480). Additionally, Dirani (2009) mentioned in his study in Lebanese Banking Sector, that workers who were part of the decision making process, they were motivated to learn more which led them to increase their loyalty (200). Overall, employees' commitment is vital for organizations that are applying learning in their strategy. This is one of the most significant goals of learning organization that creating an environment that encourages all members to develop themselves toward the goals and purposes they choose, build a sense of commitment in a group by developing shared images of the future that we seek to create and the principles, and guide practices. Organizations over the years are confronted with one of the toughest challenge of having a committed workforce in order to feature in the worldwide economic competition. The

factors that lead to organizational commitment have suddenly started gaining a lot of attention. In a nonprofessional's word, commitment is nothing but a positive attitude which comes by learning and training.

The results suggested that learning organization practices can be viewed as an important antecedent factor for organizational commitment, as well as an antecedent factor for organizational effectiveness. It has a moderately positive association with organizational effectiveness and a strongly positive relation with organizational commitment. Furthermore, the relationship between organizational commitment and organizational effectiveness is reciprocal but not equal. Organizational commitment has a moderately positive impact on organizational effectiveness; however, organizational effectiveness has a weak positive influence on organizational commitment. The findings not only provided a new direction for organizational research on key variables, but also generated an important implication for organizational practice: Strengthening learning organization practices is a wise way to create organizational effectiveness; “strong learning organization practices are good to develop the organizational commitment; and the well-developed organizational commitment is an advantage to foster organizational effectiveness” (Tseng, Chien-Chi, 2010).

Companies that pursue competitive performance and productivity must support learning organization. As Chalofsky (2005) stated, workers with the learning orientation achieve higher levels of productivity. Furthermore, Azmi (2008) mentioned that, learning is a process within the organism which results in the capacity for changed performance. Managers who follow learning organization strategies could establish performance attitudes in their employees. As Shieh and Wang (2009) stated, if chief executives adopt

concerned leadership, their care and respect for employees would raise employees' self-interest in their jobs as well as their organizational commitment and performance. Additionally, Azmi (2008) found in his study, businesses that foster learning in their structures found an improvement in workers performance. Learning is the intentional practice of collecting information, reflecting on it, and sharing the findings produced by this introspective process within the organization so as to improve the organization's performance (Milway and Saxton 2011). Learning occurs when entities acquire new knowledge or their experiences modify existing knowledge, challenging the default logic (Serrat 2009). According to Weick (1991), if there is a shift in performance when the stimulus has essentially remained the same, then learning has taken place. A significant positive correlation was found between the existence of a learning organization, internal marketing, and organizational commitment. Internal marketing emphasizes that the organization needs to allow staff to strengthen their abilities through training, and nurture service-oriented behavior by clarifying the organizational vision. Therefore, Organizations that reinforce learning in their system will improve workers' performance and productivity.

Organizations can also enhance creativity and efficiency through individual learning, satisfy the demands inherent within the duties of the staff, and improve organizational commitment by promoting the notion of being a learning organization (2). The organizational commitment and job satisfaction of individual person at an organization influence service quality (7). Job satisfaction is core for organizations that are applying learning in their structure. Egan, Yang and Bartlett mentioned (2004), "Organizational learning culture is a valid construct in predicting job satisfaction"

(p.295). Moreover, administration that pursues learning found affirmative results in their employees' satisfaction. According to Singh (2011), "the operation of learning organization significantly and positively get affected by both leadership and organizational culture and this in turn positively influence employees' level of job satisfaction" (p.719). Further, turnover is one of the biggest issues facing business. However, organizations that pursue learning will have satisfied employees which will lead to decreased turnover. As Egan, Yang and Bartlett (2004), stated "organizational learning culture and job satisfaction are important in determining employees' motivation to transfer learning and turnover intention" (p. 295). Therefore, organizations will increase their employees' satisfaction if they are committed to learning.

Another positive impact of learning in organizations is making employees aware of fresh thinking, alternative worldviews, and motivation. The process of learning organization is a form of informational updating through which decision makers develop an understanding of relationships between organization actions and outcomes (Levitt and March 1988; Fiol and Lyles 1985). Learning organization increases variability in service of creating a diverse experience base from which new understanding and objectives can emerge (Hedberg, Nystrom, and Starbuck 1976; Fiol and Lyles 1985). Organization learning, then is related to a firm's ability to evolve as environmental conditions change. It means that an organization-learning approach to executive succession suggests that executive succession is a potentially powerful tool for changing organization-environment alignments. Learning organization builds increased competence with a fixed set of decision premises. As organization actors increase their experience with their tasks and with each other, they adjust their activities and understanding toward even greater

coherence (Miller and Friesen 1984). Learning organization contributes to institutionalization of activity patterns, to increasingly interlinked behaviors and, in turn, to social and structural inertia. Some of the characteristics which learning organization share are:

- Employees believe that they are doing something that matters.
- Every individual within the organization is somehow growing.
- Employees are more intelligent together than apart.
- Employees are invited to communicate, learn, ask questions, and take risks.

Trying new approaches, thinking creatively, and being comfortable saying something did not work as well as expected may create an atmosphere that fosters innovation.

In conclusion, for many large organizations, especially multinationals with constantly growing and changing global workforces, learning organization has become increasingly complex. The American society for training and development found that even with the challenges of the recent economic crisis, U.S. organizations spent \$134.07 billion on employee learning and development in 2008, and earlier evidence suggested that close to 40 percent of training was delivered using e-learning technologies. In addition to encouraging ongoing learning among staff, learning organizations place emphasis on the ways in which leaders can empower their employees. Developing a learning organization emphasizes the fact that organizations must establish a work environment that provides and supports continual learning for employees.

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