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`[I]n this volume, contributors from the fields of both strategic management and organizational behaviour have been brought together to explore the relationship between organizational learning and competitive advantage.... In their editorial introduction, Edmonson and Moingeon trace changes within the fields of strategy and organizational development that have encouraged a more integrative approach. On the strategy side, the emergence of the "resource view of the firm" has drawn attention to the importance of firm-specific resources including knowledge and how it is acquired, as sources of competitive advantage. On the other hand, organizational development practitioners have become increasingly interested in relating their traditional tasks more firmly to strategic business issues and concerns. The topic of organizational learning can thus be seen as a bridge, which is the intention of this volume to begin constructing, between these two fields.... The papers presented in this book offer a rich variety of concepts, frameworks and provovative ideas on organizational learning and its strategic implications. In addition, the theoretical presentations are often supported by reports of the results of original research in a number of companies' - *Management Learning* `This book takes an important first step towards integrating theories of competitive advantage and... organizational learning, a rapprochement which can come none too soon for the management practitioner' - Peter Senge, Director of the Center for Organizational Learning, MIT Sloan School of Management, USA Organizations need to develop learning strategies to survive and develop in increasingly uncertain and changing markets. In this book, researchers from Europe and the United States explore theories of strategic management and organizational behaviour to establish a link between learning processes and competitive advantage, within a variety of organizational settings. The diverse, multidisciplinary approach takes an important step towards developing a new integrative theory of management. This handbook is currently in development, with individual articles publishing online in advance of print publication. At this time, we cannot add information about unpublished articles in this handbook, however the table of contents will continue to grow as additional articles pass through the review process and are added to the site. Please note that the online publication date for this handbook is the date that the first article in the title was published online. This book makes an important contribution to our understanding of practice-based organizational learning and knowing. Based on the author's detailed study of safety practices in different corporate settings. The author uses this study to empirically describe how learning, knowing and organizing are practised. Centred on the concepts of "knowing in practice" and the "texture" of organizational knowledge. Gives a rich account of how organizations learn and how corporate practices and policies evolve. The *Organizational Learning Cycle* was the first book to provide the theory that underpins organizational learning. Its sophisticated approach enabled readers to not only understand how, but more importantly why, organizations are able to learn. This new edition takes the original concepts and theories and shows how they might, and are, being put into action. With five new or completely revised chapters, Nancy Dixon describes the kind of infrastructure organizations need to put in place;

there are examples of knowledge databases, whole systems in the room processes and after-action reviews originating from organizations that are making real progress with these ideas. A clearer relationship between organizational learning and more participative forms of organizational governance is drawn, along with responsibilities that employees need to take on to enable, and partake in, collective learning. With new case material from BP, the US Army, Ernst and Young, and the Bank of Montreal, for example, this book shows how you can make use of the collective reasoning, intelligence and knowledge of the organization and channel it into its ongoing and future development. Focusing on the critical role IT plays in organizational development, the book shows how to employ action learning to improve the competitiveness of an organization. Defining the current IT problem from an operational and strategic perspective, it presents a collection of case studies that illustrate key learning issues. It details a dynamic model for effective IT management through adaptive learning techniques—supplying proven educational theories and practices to foster the required changes in your staff. It examines existing organizational learning theories and the historical problems that occurred with companies that have used them, as well as those that have failed to use them. In this volume, contributors from the fields of both strategic management and organizational behaviour have been brought together to explore the relationship between organizational learning and competitive advantage.... In their editorial introduction, Edmonson and Moingeon trace changes within the fields of strategy and organizational development that have encouraged a more integrative approach. On the strategy side, the emergence of the "resource view of the firm" has drawn attention to the importance of firm-specific resources including knowledge and how it is acquired, as sources of competitive advantage. On the other hand, organizational development practitioners have become increasingly interested in relating their traditional tasks more firmly to strategic business issues and concerns. The topic of organizational learning can thus be seen as a bridge, which is the intention of this volume to begin constructing, between these two fields.... The papers presented in this book offer a rich variety of concepts, frameworks and provocative ideas on organizational learning and its strategic implications. In addition, the theoretical presentations are often supported by reports of the results of original research in a number of companies' - Management Learning

'This book takes an important first step towards integrating theories of competitive advantage and... organizational learning, a rapprochement which can come none too soon for the management practitioner' - Peter Senge, Director of the Center for Organizational Learning, MIT Sloan School of Management, USA Organizations need to develop learning strategies to survive and develop in increasingly uncertain and changing markets. In this book, researchers from Europe and the United States explore theories of strategic management and organizational behaviour to establish a link between learning processes and competitive advantage, within a variety of organizational settings. The diverse, multidisciplinary approach takes an important step towards developing a new integrative theory of management. This book is designed to help business and individual managers understand and cope with the many issues involved in developing learning organizations and integrating an important component: their IT organizations. The book provides a combination of research case studies and existing theories on organizational learning in the workplace, to provide researchers and corporate practitioners tools to incorporate a growing information technology infrastructure with their existing workforce culture. A comprehensive guide to developing a culture of learning and education within your business. In any kind of organization, learning has become a vital part of the growth and development process, but it only produces effective results if it is pursued strategically and embedded deeply into the culture of the workplace. In recent years, there has been a growing consensus that, for many organizations, learning is their only sustainable competitive advantage - ensuring a committed and engaged workforce that is positioned to identify and exploit business opportunities in an increasingly volatile and uncertain world. This makes it essential for leaders and senior managers to investigate the full range of learning processes and to understand exactly how individual, group, machine and organization-wide learning can produce long-lasting results for individuals as well as for the company itself. Backed by new academic theory, yet designed to be completely accessible to a business readership, *The Learning-Driven Business* highlights the importance of Organizational Learning (OL) for organizations which wish to remain competitive and profitable, before clarifying the various pathways and

frameworks that can lead to success. With the onset of automation and artificial intelligence, as well as the proliferation of redundancies and the economic instability of modern times, organizations and their employees must prioritise effective OL in order to overcome these challenges and remain competitive and relevant in the 21st century. This book is a guide for all business leaders and academics looking to adapt to the changing world through OL, using Garand & Golds' unique and original academic model. Innovation Training will help you create training programs that foster an organization that thinks and acts with more creativity, collaborates more effectively, and implements new ideas more rigorously. The material in this book is appropriate for those who have never thought of themselves as creative and for those who are considered highly creative and innovative. In order to remain flexible and gain a lasting competitive advantage, today's organizations need to understand the process of organizational learning, and be able to adapt accordingly. This book provides an overview of the key characteristics of a learning organization, and demonstrates how all organizations can achieve their learning potential. Several case studies in the book are Asea Brown Boveri's training systems, IBM, Volkswagen and Digital Equipment Europe. The book describes obstacles to learning and shows how they can be overcome. This paper reviews theories of organizational learning and presents a framework with which to organize the literature. We argue that unit of analysis provides one critical distinction in the organizational learning literature and research objective provides another. The resulting two-by-two matrix contains four categories of research, which we have called: (1) residues (organizations as residues of past learning); (2) communities (organizations as collections of individuals who can learn and develop); (3) participation (organizational improvement gained through intelligent activity of individual members), and (4) accountability (organizational improvement gained through developing individuals' mental models). We also propose a distinction between the terms organizational learning and the learning organization. Our subsequent analysis identifies relationships between disparate parts of the literature and shows that these relationships point to individuals' tacit cognitions as a critical source of leverage for creating learning organizations. A brief discussion of the work of two of the most visible researchers in this field, Peter Senge and Chris Argyris, provides additional support for this type of change strategy. The ability of a business to engage in real organizational learning and to do so faster and in a more sustainable way than its competitors is being increasingly seen as an essential component of success. In *Making Sense of Organizational Learning*, Cyril Kirwan examines the wide range of factors necessary to create and sustain organizational learning and knowledge at all levels. At the individual level, the generation of continuous learning opportunities and reflection on experiences are critically important. At the team level, it's about encouraging collaboration, team learning and the sharing of knowledge. At the organizational level, the emphasis is on building systems to capture and share knowledge and providing strategic leadership for learning. The book shows you how you can best exploit the knowledge that already exists within your organization while at the same time develop the capability of the people that work there. It deals in turn with individual learning; learning with others; learning in organizations; and in particular the role of the HR function and of line managers. Each chapter provides theoretical background and real-world examples. Diagnostic questionnaires, checklists and other tools are also included. *Making Sense of Organizational Learning* provides an evidence-based argument for the adoption of effective organizational learning policies and practices, and offers a real opportunity to improve performance. Thinking practitioners working in and around learning and development or organization development will find it invaluable, as will those undertaking post-graduate study in HR and related disciplines. From insects to humans, Charles Gallistel explores the sophisticated computations performed in these ubiquitous but neglected domains of animal learning. Organizations capture and deploy what they have learned in four ways: Culture, Old Pros, Archives, and Processes. This book describes the four approaches, their strength and shortcomings, and their interactions. It is now widely accepted that organizational maturity is dependent on being able to reorganize on a continuous basis and learn faster and more effectively than your competitors. Organizations that want to be sure they are competing at the highest level need clear indicators that their organizational learning and development capability is fully functional. This new book by Paul Kearns focuses on the need for an evidence-based approach to learning and development, bringing together the author's extensive knowledge of HRM and organizational learning with new developments in the field.

The book demonstrates how evidence evaluation can improve professionalism in organizational design and development, showing that this approach can create value not just for shareholders, but for employees and society as a whole. *Organizational Learning and Development: From an Evidence Base* is the perfect book for postgraduate students studying on evidence-based HRM courses and for the reflective learning and development practitioner. Exploring the relationship among knowing, learning and practice in the development of organizational knowledge, this book focuses on organizational learning as a collective, social and not entirely cognitive activity. "[An] intellectually stimulating collection of essays." --Business Today

How do organizations learn, change, and adapt? The study of "organizational learning" allows researchers to map an organization's past behavior and gain insight into how stream of experience becomes a basis for action in the present. The chapters in *Organizational Learning*, all from first-rate researchers, contribute to the development of organizational learning theory in three ways. They delineate its scope, differentiating it from ecology, choice, and individual learning. They demonstrate the explanatory power of a learning perspective, and they illustrate the application of research tools useful for studies of learning.

*Organizational Learning* is an essential resource for scholars and researchers in the field of organization and management studies. This book is designed to extend the field of organizational learning in several ways. The contributors from three continents bring different perspectives on processes and outcomes of knowledge creation and sharing in and between organizations in diverse contexts. They use approaches and concepts from numerous disciplines including the arts, economics, geography, organizational studies, psychology, and sociology. The contributions enrich the spatial turn in organization studies by offering fresh insights for researchers who seek to attend to the contextual dimensions of the phenomena they are studying. They provide examples of organizational places and spaces that have not yet received sufficient attention, as diverse as temporary international organizations and computer screens. Companies around the world are beginning to recognize that only by increasing the speed and quality of their learning can they succeed in the rapidly changing global marketplace. Developing organization-wide learning and becoming a learning organization has become critical for adaptation and survival.

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

*Organizational Learning: From World Class Theories to Global Best Practices* provides practical steps and strategies for developing and applying organizational learning in the workplace. Features A framework for organizational learning; Limited learning systems; Organizational learning; Partial models of intervention; Comprehensive intervention. This is an overview of how the concept of organisational learning emerged, how it has been used and debated, and where it may be going.

Lead learning in your organization! Here's a great resource to link program planning to project management that helps in decision making to product workplace training programs on time and within budget. The fully revised and updated version of this successful Handbook is welcomed by management scholars world-wide. By bringing together the latest approaches from the leading experts in organizational learning & knowledge management the volume provides a unique and valuable overview of current thinking about how organizations accumulate 'knowledge' and learn from experience. Key areas of update in the new edition are: Resource based view of the firm Capability management Global management Organizational culture Mergers & acquisitions Strategic management Leadership Organizations capture and deploy what they have learned in four ways: Culture, Old Pros, Archives, and Processes. This book describes the four approaches, their strength and shortcomings, and their interactions. *Exploration and Exploitation* is a key text for scholars and business practitioners interested in promoting economic well-being and sustainable growth. March's work promotes the

preservation of companies' competitiveness and sustainability in the fluctuating market environment by maintaining a balance between exploration and exploitation processes. He explicates that this balance depends on the interchange between the adaptive capability of the company, predictability and consistency, competition, anticipations, level of risk, learning, socialization dynamics within the organization, and the overall environmental turbulence. These intricacies make March's text invaluable. "In this book, the authors integrate the three dominant approaches to organizational development-learning, performance, and change-to create a dynamic lens through which to analyze any HRD program or i" Drawing upon original academic research and in-depth case studies, this is a comprehensive guide to developing a culture of learning and education within your business. This is the state-of-the-art, international handbook for a field of inquiry that is still emergent and yet occupies a central position in contemporary management and organization theory. Marjorie Lyles at the University of Indiana and Mark Easterby-Smith at Lancaster University, UK, draw together analyses and critical commentary from the leading experts on organizational learning and knowledge management around the world. Links are made to existing bodies of theory in the root disciplines of economics, psychology and social theory, while the challenging implications for research and future paths of inquiry are outlined and discussed. The definitive up-to-date guide to the field. Original contributions by the leading scholars of Organizational Learning and Knowledge Management world-wide. Editors internationally recognised authorities. Handbook shows links between 'knowledge' and 'learning' literatures. Indicates paths for future research and inquiry. 'Must Have' reference source for all scholars in this field. This volume seeks to help business leaders to realize the promise of organizational learning by sharing lessons, insights and best practices. It aims to make organizational principles and concepts more concrete by grounding them in the practical experiences of two major companies. From the perspective of behavioural science, this book systematically investigates organizational learning in Chinese organizations based on multilevel theory over the past 20 years. The findings contribute to the theory and practice of organizational learning and give insights into the construction of learning organizations. Revisiting existing studies on organizational learning, the author reconceptualises organizational learning and constructs an integrative model, which is corroborated and then supplemented by empirical research. Based on samples and materials from 3,000 managers and employees in organizations from all over China, the book further elaborates this integrative model covering the multilevel structure, trans-level functions and generative mechanisms that figure prominently in organizational learning in Chinese organizations. This framework helps enhance the organizational learning ability and the establishment of a learning culture, while offering possible directions for updating research methods and a stereoscopic theory of organizational learning. The book will be a good reference for management practitioners, students and academics interested in organizational behaviour, human resource management, innovation management, and multilevel perspective.

Knowledge management (KM) is a set of relatively-new organizational activities that are aimed at improving knowledge, knowledge-related practices, organizational behaviors and decisions and organizational performance. KM focuses on knowledge processes—knowledge creation, acquisition, refinement, storage, transfer, sharing and utilization. These processes support organizational processes involving innovation, individual learning, collective learning and collaborative decision-making. The "intermediate outcomes" of KM are improved organizational behaviors, decisions, products, services, processes and relationships that enable the organization to improve its overall performance. *Knowledge Management and Organizational Learning* presents some 20 papers organized into five sections covering basic concepts of knowledge management; knowledge management issues; knowledge management applications; measurement and evaluation of knowledge management and organizational learning; and organizational learning. This book presents a solid, research-based conceptual framework that demystifies organizational learning and bridges the gap between theory and practice. Using an integrative approach, authors Raanan Lipshitz, Victor Friedman and Micha Popper provide practitioners and researchers with tools for understanding organizational learning under real-world conditions. *Leading Organizational Learning* brings together today's top thinkers in organizational learning—including Jon Katzenbach, Margaret J. Wheatley, Dave Ulrich, Calhoun W. Wick, Beverly Kaye, and other thought and industry leaders. This handbook helps business, government, and nonprofit leaders understand how to master learning and

knowledgesharing within their organizations. This one-of-a-kind volume is filled with chapters that directly address the most current ideas, concepts, and practices on the topic of organizational learning. Acclaimed authors, world-renowned thought leaders, global, and industry leaders, managing directors, and presidents of leading organizations have contributed their original essays to this provocative collection. Leading Organizational Learning Offers ten guidelines to help key employees and knowledge workers do a better job of influencing upper management Demonstrates the best way to move ideas through an organization Outlines the principles that facilitate knowledge management Explains how people learn on the job Discusses how larger organizations can leverage their "bigness" Proposes a method of knowledge mapping to effectively organize and use knowledge in decisionmaking Outlines the knowledge and attributes integral to the success of today's executives Discusses passing knowledge from person to person Explains how consultants can help organizations develop ideas Debunks the myths and explores the realities of knowledge management This book addresses the concept of organizing which is centered around collective learning and on the organization paradigm. It presents a theory of organizational learning based on a model of memory, explaining processes and dynamics through which memory is built and updated. Acknowledgments -- Organizational learning and performance -- Learning as an individual -- Three metaphors of learning as an individual -- Thinking dispositions that foster learning -- Building a learning culture -- Transparency and pursuing truth -- Big picture thinking and learning -- Learning from failure -- Learning and innovation -- Leadership and building a learning culture -- References -- Appendix: learning culture survey Organizational Learning and Knowledge: Concepts, Methodologies, Tools and Applications demonstrates exhaustively the many applications, issues, and techniques applied to the science of recording, categorizing, using and learning from the experiences and expertise acquired by the modern organization. A much needed collection, this multi-volume reference presents the theoretical foundations, research results, practical case studies, and future trends to both inform the decisions facing today's organizations and the establish fruitful organizational practices for the future. Practitioners, researchers, and academics involved in leading organizations of all types will find useful, grounded resources for navigating the ever-changing organizational landscape. This innovative book about organizational learning in K-12 settings reshapes the way teachers and administrators think about people, practices, and policies while providing a compelling roadmap for transformation from within today's school systems. This volume focuses on the organizational dynamics involved in knowledge management; this mix of breakthrough articles should help managers understand how people can effectively communicate, share knowledge, and learn. 'A valuable resource for academics and practitioners in management and corporate strategy, as well as those involved in management training and development' - European Foundation for Management Development 'The editors' overall assessment is that there has been insufficient dialogue between the two camps of action research and theorizing.... As a contribution to mapping this divided house, the text is an apt illustration of these problems. The editor's overview is of interest...' - Stephen Gibb, University of Strathclyde, MCB University Press The debates surrounding concepts of 'organizational learning' and the 'learning organization' receive a welcome synthesis in this book. Inte

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