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The underlying theory, supported by years of empirical research, is that the reasoning processes employed by individuals in organizations inhibit the exchange of relevant information in ways that make double-loop learning difficult – and all but impossible in situations in which much is at stake.

Chris Argyris: theories of action, double-loop learning ...

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But for a learning organization, “ adaptive learning ” must be joined by “ generative learning ” , learning that enhances our capacity to create ’ (Senge 1990:14). The dimension that distinguishes learning from more traditional organizations is the mastery of certain basic disciplines or ‘ component technologies ’ .

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

‘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

Traditionally, organizations and researchers have focused on learning that occurs through formal training and development programs. However, the realities of today ’ s workplace suggest that it is difficult, if not impossible, for organizations to rely mainly on formal programs for developing human capital. This volume offers a broad-based treatment of autonomous learning to advance our understanding of learner-driven approaches and how organizations can support them. Contributors in industrial/organizational psychology, management, education, and entrepreneurship bring theoretical perspectives to help us understand autonomous learning and its consequences for individuals and organizations. Chapters consider informal learning, self-directed learning, learning from job challenges, mentoring, Massive Open Online Courses (MOOCs), organizational

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communities of practice, self-regulation, the role of feedback and errors, and how to capture value from autonomous learning. This book will appeal to scholars, researchers, and practitioners in psychology, management, training and development, and educational psychology.

Organizational defences that exist in most organizations can inhibit organizational performance. This book shows how to diagnose the organization to expose the weaknesses. Each chapter contains advice about how to reduce organizational defences to bring about improved involvement and performance.

Anyone who has spent time in an organization knows that dysfunctional behavior abounds. Conflict is frequently avoided or pushed underground rather than dealt with openly. At the same time, the same arguments often burst out again and again, almost verbatim. Turf battles continue for extended periods without resolution. People nod their heads in agreement in meetings, and then rush out of the room to voice complaints to sympathetic ears in private. Worst of all, when people are asked if things will ever change, they throw up their hands in despair. They feel like victims trapped in an asylum. And people often are trapped. But they are not trapped by some oppressive regime or organizational structure that has been imposed on them. They are not victims. In fact, people themselves are responsible for making the status quo so resistant to change. We are trapped by our own behavior. Researchers and practitioners have often reflected on these things, but there is a puzzle. On the one hand, there is substantial agreement that these traps are counterproductive to effective performance. On the other hand, there is almost no focus on how organizational traps can be prevented or reduced. This book argues that whatever theory is used to describe and understand such organizational traps should be used to design and implement interventions that reduce and prevent them. Argyris is one of the world's leading management scholars whose work has consistently shed light on organizational problems. This book is essential reading for MBAs, managers, and consultants.

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

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development or organization development will find it invaluable, as will those undertaking post-graduate study in HR and related disciplines.

"This book is a landmark in two fields. It is a practical guide to the reform of professional education. It is also a beacon to theoretical thinking about human organizations, about their interdependence with the social structure of the professions, and about theory in practice." -- Journal of Higher Education

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