Chapter 1 : Reflection and Reflective practices in organizational learning and performance

*Reflections on Creating Learning Organizations [Kellie Wardman O'Reilly, Kellie T. Wardman] on racedaydvl.com *FREE* shipping on qualifying offers. This book, compiled from 'The Systems Thinker' newsletter, is designed to be a catalyst for your own thinking about organizations.*

Reflection, especially critical reflection, requires deep connection with the inner self. This can be difficult to achieve after long periods of blockage caused by the repetitiveness and intensity of daily events. To achieve connection with your deeper self requires a quietness of mind, self-honesty, and at least brief escapes from what can be the unsystematic clutter of our lives. It can only be brought about by practice and a sincere desire to know ourselves and our potentialities. This is the territory that Reginald W. Revans of England refers to as System Gamma--how we change and the organization we are with can change. The Basics of Action Learning This article is not designed to provide an encompassing overview of action learning. Its purpose is to expose an often neglected part of action learning to some deep scrutiny, namely the reflective component that Revans saw as such an essential complement to action. In fact, the learning flows from the reflective part of action learning more than the action component. The action component gives us the ammunition for reflective examination, learning and change. In order to create some common planking under the subject, I will reiterate some of the more basic principles that undergird action learning. Action learning can come in many configurations. However, the presence of the following characteristics are what separate action learning from other modalities, some of which may at times be inaccurately labeled action learning. It is always a real problem that the action learning set or individual set members are dealing with. In some cases a set will address a common problem. In other cases, the individual team members may bring to the set problems from their own workplace. In either case, the standard is the same. The problems must be real, meaning unsolved and of considerable significance. Revans argued for problems that can be so daunting that they appear insoluble. The perfect situation in the view of Revans is to be confronted by a real problem with which you are unfamiliar, and to have to solve it in an unfamiliar setting Revans, , pp. To that I add that it can be instructive to be asked to engage in action learning with set members that you either do not know or have had only minimal contact with before. This adds a third dimension of unfamiliarity. While meaningful learning can occur in settings that are familiar, while dealing with problems with which you are somewhat familiar, it is in the unfamiliar setting and confrontation with an unfamiliar problem that the learning can prove to be greatest. This can seem counterintuitive to those with limited experience with action learning. Several questions can result. An action learning set should have no more than four to eight members. Four to Five seems ideal. All members of an action learning set are equals. There is no designated leader. Set members share the leadership role. The set operates by consensus. Revans made it clear in this "Learning Equation" Revans, , p. When you begin with questioning insight, you can find that some of the existing "P" is of little value, and there may be new "P" that needs to be developed. A facilitator also referred to as Set Adviser or Learning Coach is almost always present in action learning. When a facilitator is involved, the role can differ widely. Some believe in the omnipresence of the facilitator when the set meets, believing that the facilitator needs to be there to make sure that reflection occurs and that important learning opportunities are not overlooked. Revans takes a different view, and one that closely aligns with what this author believes. Revans holds that the set can do its own best facilitation. Therefore, the facilitator involvement is best limited to setting up the process properly, jump starting the work of the set without excessive "P" , and then fading back. During the process of action learning, the facilitator serves as a resource and promotes the learning process. The facilitator only intervenes in a limited way, letting the set chart its own course, including the interpretation and capture of its own learning. The facilitator does not attend all set meetings, and may only be present for a portion of other meetings. The view that the facilitator should not be omnipresent gets strong support from adult learning theory, where the goal is fostering independence, not reinforcing dependence e. The learning comes out of the

action learning experience, not the "fount of knowledge " of some supernumerary, who may have views that are far off center with learner needs. The participants decide what structure they need to use and the milestones to be pursued in accomplishing the work of the set. While the facilitator will assign the overall deadline, and point out some intermediate markers that need to be honored, it is up to the set to manage its own effort. There can be more controversy around the role of a facilitator than any other area related to action learning. Some adamantly hold that the facilitator is the center of the process, with "absolute authority" over the action learning set. Others, myself included, believe that the learner is at the center of the process, and that to have a facilitator regularly intervene during the activities of a set only serves to dilute the learning that would otherwise occur. It can also become extremely irritating to the learners. I have seen instances when the members of a set asked the facilitator to leave. As indicated at the outset, action must be balanced by reflection. It is the reflective component that generates the depth of learning. Some of it is reflection-in-action as you move along in your project effort. We do this daily in our lives. There is also "reflection on reflection-in-action", which inherently calls for looking back over the various reflective moments when the actions were taking place and examining them for patterns. This is greatly facilitated by the maintenance of a learning log. The Nature of Reflection If you ask someone to define reflection, you are liable to receive widely varied responses. In the simplest form, mention may be made of stopping to think, a momentary pause in the activities tied to living e. When it comes to reflecting on your life and critical decisions that need to be made, it becomes much more difficult. For some, stopping to reflect on their existence can seem too painful. It can bring to mind memories of failure or life tragedies. I had a student about four years ago who told me that she simply could not do any deep reflection. She said, "I am afraid of what I may see". Part of her memory was in effect off limits. Protection of her self-image and self-esteem required that she stay clear of certain sensitive subjects. While there can be obvious psychological blockages to reflection, the more common reasons for finding it difficult to reflect are much more basic. First, opportunities to reflect are driven out by the frenzy of life activity and day in and day out crises. Therefore, the ability to reflect lies undeveloped, and when one attempts it, reflection can seem extremely awkward--like a right-handed person trying to sign their name using their left hand. Business executives can be especially resistant to reflection because it can seem a needless detour from current business activity. It takes time and practice to unlock the ability to reflect. The art of critical reflection takes even longer, and some never get there. However, once the impasse is breached and reflection starts to occur naturally and routinely, the individual can feel empowered and in control of their own life. That can be a liberating experience. When the reflection pushes to the deeper levels of self, it becomes possible to jettison dysfunctional assumptions and behaviors. Deep learning can then occur. It can become transformative learning. The individual is elevated to a new plateau of self-awareness. At this point, it becomes what can be called emancipatory learning--throwing off the self-imposed, and frequently externally imposed, chains that have been constraining clear thinking and advance. Reflection in the end is a dialogue with self. It can lead to a form of self-catharsis, where we find ourselves listening to our inner feelings. I remember a person in one of my action learning sets in in England who reached a point where she could hardly wait to get back to her room at night to reflect on events of the day and their meaning. She indicated that she found herself good company and had meaningful conversations with herself as part of the act of reflecting. Jack Mezirow, who has written on transformative learning and reflection, says this: Reflective learning involves assessment or reassessment of assumptions. Reflective learning becomes transformative whenever assumptions or premises are found to be distorting, inauthentic, or otherwise invalid. Much of what we learn involves new interpretations that enable us to elaborate, further differentiate, and reinforce our long established frames of reference to create new meaning schemes. Here it is the reflective process the questioning insight, or Q that confirms or disaffirms what is currently in the inventory the programmed instruction, or "P" from the standpoint of true relevance to what is being dealt with first hand. What Mezirow is saying in so many words is that reflection enables you to judge the relevancy and appropriateness of prior learning to the situation that now confronts you. Victoria Marsick anchors the concept of action learning to the

process involved, including the importance of reflection: Action learning combines individual responsibility and reflection on personal experiences with comprehensive attention to the multiple perspectives of various stakeholders within a social unit--in this case the organization. A final way to look at the nature of reflection is through the model developed by Chris Argyris of Harvard. He speaks about "single loop learning". This ends up being a very simplistic level of reflection, and it in no way challenges what is going on. It lives for the moment and treats situations in a one-dimensional way. It can be akin to my earlier example of deciding what to buy in a grocery store. In the corporate boardroom, it can be the safe chatter that can occur, with careful avoidance of conflict, and little hint of going after what could be the underlying roots of problems being addressed. The reflection runs deeper and does set about rooting out the source of problems being encountered. Argyris has pointed out that few organizations reach a high level of authenticity.

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We explore some of the themes that have emerged in the literature and the contributions of key thinkers like Donald Schon and Peter Senge. Is it anything more than rhetoric? Can it be realized? Two important things result from this. First, while there has been a lot of talk about learning organizations it is very difficult to identify real-life examples. Second, the focus on creating a template and upon the need to present it in a form that is commercially attractive to the consultants and writers has led to a significant under-powering of the theoretical framework for the learning organization. Here there is a distinct contrast with the study of organizational learning. Although theorists of learning organizations have often drawn on ideas from organizational learning, there has been little traffic in the reverse direction. Moreover, since the central concerns have been somewhat different, the two literatures have developed along divergent tracks. The literature on organizational learning has concentrated on the detached collection and analysis of the processes involved in individual and collective learning inside organizations; whereas the learning organizations literature has an action orientation, and is geared toward using specific diagnostic and evaluative methodological tools which can help to identify, promote and evaluate the quality of learning processes inside organizations. Easterby-Smith and Araujo We finish with a brief exploration of the contribution of social capital to the functioning of organizations. Perhaps the defining contribution here was made by Donald Schon. He provided a theoretical framework linking the experience of living in a situation of an increasing change with the need for learning. The loss of the stable state means that our society and all of its institutions are in continuous processes of transformation. We cannot expect new stable states that will endure for our own lifetimes. We must learn to understand, guide, influence and manage these transformations. We must make the capacity for undertaking them integral to ourselves and to our institutions. We must, in other words, become adept at learning. The business firm, Donald Schon argued, was a striking example of a learning system. He made the case that many companies no longer have a stable base in the technologies of particular products or the systems build around them. Crucially Donald Schon then went on with Chris Argyris to develop a number of important concepts with regard to organizational learning. Of particular importance for later developments was their interest in feedback and single- and double-loop learning. Subsequently, we have seen very significant changes in the nature and organization of production and services. Companies, organizations and governments have to operate in a global environment that has altered its character in significant ways. Productivity and competitiveness are, by and large, a function of knowledge generation and information processing: Organizations need to be good at knowledge generation, appropriation and exploitation. Over , copies of The Fifth Discipline were sold in the decade following its publication â€" and it is probably this book that has been the most significant factor in popularising the notion of the learning organization. Indeed, little has changed since. Three definitions of a learning organization Learning organizations [are] organizations 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. It is not brought about simply by training individuals; it can only happen as a result of learning at the whole organization level. A Learning Company is an organization that facilitates the learning of all its members and continuously transforms itself. Watkins and Marsick To start with the last first: Some writers have looked to the learning company, but most have proceeded on the assumption that any type of organization can be a learning organization. A further crucial distinction has been reproduced from the use of theories from organizational learning. This is the distinction made between technical and social variants Easterby-Smith and Araujo There is a tendency in such approaches to focus on

outcomes rather than the processes of learning. The social view of the learning organization looks to interaction and process â€" and it is this orientation that has come to dominate the popular literature. The following characteristics appear in some form in the more popular conceptions. Provide continuous learning opportunities. Use learning to reach their goals. Link individual performance with organizational performance. Foster inquiry and dialogue, making it safe for people to share openly and take risks. Embrace creative tension as a source of energy and renewal. Are continuously aware of and interact with their environment. Kerka As Kerka goes onto comment, the five disciplines that Peter Senge goes on to identify personal mastery, mental models, shared vision, team learning and systems thinking are the keys to achieving this sort of organization. These two elements in many respects mark out his contribution. It is the discipline that integrates the others, fusing them into a coherent body of theory and practice Three things need noting here. First, systems theory looks to connections and to the whole. In this respect it allows people to look beyond the immediate context and to appreciate the impact of their actions upon others and vice versa. To this extent it holds the possibility of achieving a more holistic understanding. Second, while the building blocks of systems theory are relatively simple, they can build into a rather more sophisticated model than are current in many organizations. Senge argues that one of the key problems with much that is written about, and done in the name of management, is that rather simplistic frameworks are applied to what are complex systems. When we add these two points together it is possible to move beyond a focus on the parts, to begin to see the whole, and to appreciate organization as a dynamic process. Thus, the argument runs, a better appreciation of systems will lead to more appropriate action. Third, systemic thinking, according to Senge, allows us to realize the significance of feedback mechanisms in organizations. The systems viewpoint is generally oriented toward the long-term view. They only come back to haunt you in the long term. Dialogue and the learning organization Peter Senge also places an emphasis on dialogue in organizations â€" especially with regard to the discipline of team learning. Dialogue or conversation as Gadamer has argued is is a process of two people understanding each other. As such it is inherently risky and involves questioning our beliefs and assumptions. Thus it is a characteristic of every true conversation that each opens himself to the other person, truly accepts his point of view as worthy of consideration and gets inside the other to such an extent that he understands not a particular individual, but what he says. The thing that has to be grasped is the objective rightness or otherwise of his opinion, so that they can agree with each other on a subject. Agreement cannot be imposed, but rests on common conviction Habermas As a social relationship it entails certain virtues and emotions. It is easy to see why proponents of the learning organization would place a strong emphasis upon dialogue. Dialogue is also necessary to other disciplines e. However, there are significant risks in dialogue to the organization. Some problems and issues In our discussion of Senge and the learning organization we point to some particular problems associated with his conceptualization. These include a failure to fully appreciate and incorporate the imperatives that animate modern organizations; the relative sophistication of the thinking he requires of managers and whether many in practice they are up to it ; and questions around his treatment of organizational politics. It is certainly difficult to find real-life examples of learning organizations Kerka There has also been a lack of critical analysis of the theoretical framework. They conclude that it is not possible to transform a bureaucratic organization by learning initiatives alone. They believe that by referring to the notion of the learning organization it was possible to make change less threatening and more acceptable to participants. Part of the issue, they suggest, is to do with the concept of the learning organization itself. They argue the following points. The concept of the learning organization: Focuses mainly on the cultural dimension, and does not adequately take into account the other dimensions of an organization. To transform an organization it is necessary to attend to structures and the organization of work as well as the culture and processes. Popular models of organizational learning such as Dixon assume such a link. This shortcoming, Finger and Brand argue, makes a case for some form of measurement of organizational learning â€" so that it is possible to assess the extent to which such learning contributes or not towards strategic objectives. The exact functions of organizational learning need to be more clearly defined. In our view, organizational learning is just a means in

order to achieve strategic objectives. But creating a learning organization is also a goal, since the ability permanently and collectively to learn is a necessary precondition for thriving in the new context. Therefore, the capacity of an organization to learn, that is, to function like a learning organization, needs to be made more concrete and institutionalized, so that the management of such learning can be made more effective. This, they suggest, can be achieved through defining indicators of learning individual and collective and by connecting them to other indicators. Conclusion It could be argued that the notion of the learning organization provides managers and others with a picture of how things could be within an organization. However, as we have seen, there are a number of shortcomings to the model â€" it is theoretically underpowered and there is some question as to whether the vision can be realized within the sorts of dynamics that exist within and between organizations in a globalized capitalist economy. Peter Senge, with various associates, has continued to produce workbooks and extensions of his analysis to particular fields such as schooling ; ; In one of the more interesting developments there has been an attempt to take the already substantial literature on trust in organizations Edmondson and Moingeon We could also link this with discussions within informal education and lifelong learning concerning the educative power of organizations and groups and hence the link to organizational learning see the material on association elsewhere on these pages. Here the argument is that social capital makes an organization more than a collection of individuals. Social capital draws people into groups. This kind of connection supports collaboration, commitment, ready access to knowledge and talent, and coherent organizational behaviour. This description of social capital suggests appropriate organizational investments â€" namely, giving people space and time to connect, demonstrating trust, effectively communicating aims and beliefs, and offering equitable opportunities and rewards that invite genuine participation, not mere presence. Cohen and Prusak The significant thing about the use of the notion of social capital is the extent to which it then becomes possible to tap into some interesting research methodologies and some helpful theoretical frameworks.

Chapter 3 : From Reflection to Resilience: Creating the Network for a Learning Organization

Additional resources for Reflections on Creating Learning Organizations Sample text And T. M. Roberts (eds), Planning and Ecology (New York: Chapman and Hall,).

What lens are you viewing from? The Four Cs of Reflection Effective strategies for fostering reflection are based on four core elements of reflection known as the Four Cs. Link the "service" in the community with the structured "learning" in the classroom. Without structured reflection, students may fail to bridge the gap between the concrete service experience and the abstract issues discussed in class. Instructors should be prepared to pose questions and ideas that are unfamiliar or even uncomfortable for consideration by the learner in a respectful atmosphere. Ensures that the reflection activities or topics are appropriate and meaningful in relation to the experiences of the students. Ideas for Reflection Reflection can happen in the classroom, at the community organization, or individually through course assignments. There are a wide range of meaningful reflective practices and strategies that can be incorporated into service-learning, including the frequently used approaches listed below. Writing in journals is widely used by service-learning programs to promote reflection. See bottom of page for sample reflection questions. Students capture their community experience through field notes. Students analyze an organizational issue and write a case study that identifies a decision that needs to be made. Students create a video or photo documentary on the community experience. Students select a major theory covered in the course and analyze its application to the experience in the community. Students identify organizational structure, culture and mission. Presentations to Community Organizations: Students present work to community organization staff, board members, and participants. Invite community members or organization staff to present in class on their issue area. Through guided discussion questions, have students critically think about their service experiences. Identify community events that students can attend to learn more about issues. View a video or documentary to elicit discussion about critical issues that relate to their service experiences. Students write a letter-to-the-editor or to government officials that address issues important to the community organizations where they are working Creative Projects: Students make a collage or write a poem or song to express an experience. Create a course blog where students can post comments on their experiences. Find articles, poems, stories or songs that relate to the service students are doing and that create discussion questions. Sample Reflection Questions What is your role at the community site? What were your initial expectations? Have these expectations changed? What about your community involvement has been an eye-opening experience? What specific skills have you used at your community site? Do you see benefits of doing community work? Why or why not? Has your view of the population with whom you have been working changed? How has the environment and social conditions affected the people at your site? What institutional structures are in place at your site or in the community? How do they affect the people you work with? Has the experience affected your worldview? Have your career options been expanded by your service experience? Why does the organization you are working for exist? Did anything about your community involvement surprise you? What did you do that seemed to be effective or ineffective in the community? How does your understanding of the community change as a result of your participation in this project? How can you continue your involvement with this group or social issue? How can you educate others or raise awareness about this group or social issue? What are the most difficult or satisfying parts of your work? Talk about any disappointments or successes of your project. What did you learn from it? During your community work experience, have you dealt with being an "outsider" at your site? How does being an "outsider" differ from being an "insider"? How are your values expressed through your community work? What sorts of things make you feel uncomfortable when you are working in the community? Because of my service-learning, I am Experiential Learning Cycle chart. The University of Minnesota is an equal opportunity educator and employer Last modified on.

Chapter 4 : Kellie T. Wardman (Editor of Reflections on Creating Learning Organizations)

Reflections on creating learning organizations by Kellie Wardman O'Reilly, , Pegasus Communications edition, in English.

Building shared vision Team learning He adds to this recognition that people are agents, able to act upon the structures and systems of which they are a part. It is to the disciplines that we will now turn. The Fifth Discipline provides a good introduction to the basics and uses of such theory â€" and the way in which it can be brought together with other theoretical devices in order to make sense of organizational questions and issues. It is the discipline that integrates the others, fusing them into a coherent body of theory and practice ibid.: However, it is necessary to highlight one or two elements of his argument. First, while the basic tools of systems theory are fairly straightforward they can build into sophisticated models. Peter Senge argues that one of the key problems with much that is written about, and done in the name of management, is that rather simplistic frameworks are applied to what are complex systems. We tend to focus on the parts rather than seeing the whole, and to fail to see organization as a dynamic process. Thus, the argument runs, a better appreciation of systems will lead to more appropriate action. We tend to think that cause and effect will be relatively near to one another. Classically we look to actions that produce improvements in a relatively short time span. However, when viewed in systems terms short-term improvements often involve very significant long-term costs. For example, cutting back on research and design can bring very quick cost savings, but can severely damage the long-term viability of anorganization. Part of the problem is the nature of the feedback we receive. Some of the feedback will be reinforcing or amplifying â€" with small changes building on themselves. Thus, we may cut our advertising budgets, see the benefits in terms of cost savings, and in turn further trim spending in this area. An appreciation of systems will lead to recognition of the use of, and problems with, such reinforcing feedback, and also an understanding of the place of balancing or stabilizing feedback. See, also Kurt Lewin on feedback. The systems viewpoint is generally oriented toward the long-term view. They only come back to haunt you in the long term. The five disciplines can be approached at one of three levels: Each discipline provides a vital dimension. Individual learning does not guarantee organizational learning. It goes beyond competence and skills, although it involves them. It goes beyond spiritual opening, although it involves spiritual growth ibid.: Mastery is seen as a special kind of proficiency. It is not about dominance, but rather about calling. Vision is vocation rather than simply just a good idea. People with a high level of personal mastery live in a continual learning mode. But personal mastery is not something you possess. It is a process. It is a lifelong discipline. People with a high level of personal mastery are acutely aware of their ignorance, their incompetence, their growth areas. And they are deeply self-confident. It has deep echoes in the concerns of writers such as M. Scott Peck and Erich Fromm The discipline entails developing personal vision; holding creative tension managing the gap between our vision and reality ; recognizing structural tensions and constraints, and our own power or lack of it with regard to them; a commitment to truth; and using the sub-conscious ibid.: We are often not that aware of the impact of such assumptions etc. The discipline of mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. Moving the organization in the right direction entails working to transcend the sorts of internal politics and game playing that dominate traditional organizations. In other words it means fostering openness Senge It also involves seeking to distribute business responsibly far more widely while retaining coordination and control. Learning organizations are localized organizations ibid.: Such a vision has the power to be uplifting â€" and to encourage experimentation and innovation. In mastering this discipline, leaders learn the counter-productiveness of trying to dictate a vision, no matter how heartfelt. Increased clarity, enthusiasm and commitment rub off on others in the organization. Where organizations can transcend linear and grasp system thinking, there is the possibility of bringing vision to fruition. It builds on personal mastery and shared vision

â€" but these are not enough. People need to be able to act together. When teams learn together, Peter Senge suggests, not only can there be good results for the organization, members will grow more rapidly than could have occurred otherwise. To the Greeks dia-logos meant a free-flowing if meaning through a group, allowing the group to discover insights not attainable individuallyâ€¦. When dialogue is joined with systems thinking, Senge argues, there is the possibility of creating a language more suited for dealing with complexity, and of focusing on deep-seated structural issues and forces rather than being diverted by questions of personality and leadership style. Indeed, such is the emphasis on dialogue in his work that it could almost be put alongside systems thinking as a central feature of his approach. Leading the learning organization Peter Senge argues that learning organizations require a new view of leadership. He sees the traditional view of leaders as special people who set the direction, make key decisions and energize the troops as deriving from a deeply individualistic and non-systemic worldview In a learning organization, leaders are designers, stewards and teachers. They are responsible for building organizations were people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models â€" that is they are responsible for learningâ€¦. For example, what Senge approaches as inspiration, can be approached as animation. Here we will look at the three aspects of leadership that he identifies â€" and link his discussion with some other writers on leadership. The functions of design are rarely visible, Peter Senge argues, yet no one has a more sweeping influence than the designer Integrating the five component technologies is fundamental. However, the first task entails designing the governing ideas â€" the purpose, vision and core values by which people should live. Other disciplines also need to be attended to, but just how they are to be approached is dependent upon the situation faced. While the notion of leader as steward is, perhaps, most commonly associated with writers such as Peter Block , Peter Senge has some interesting insights on this strand. He came to realize that the managers were doing more than telling stories, they were relating the story: One of the important things to grasp here is that stewardship involves a commitment to, and responsibility for the vision, but it does not mean that the leader owns it. It is not their possession. Leaders learn to see their vision as part of something larger. Telling the story in this way allows others to be involved and to help develop a vision that is both individual and shared. By and large most managers and leaders tend to focus on the first two of these levels and under their influence organizations do likewise. By attending to purpose, leaders can cultivate an understanding of what the organization and its members are seeking to become. One of the issues here is that leaders often have strengths in one or two of the areas but are unable, for example, to develop systemic understanding. It is about fostering learning, for everyone. Such leaders help people throughout the organization develop systemic understandings. Accepting this responsibility is the antidote to one of the most common downfalls of otherwise gifted teachers â€" losing their commitment to the truth. Mastery of such tension allows for a fundamental shift. It enables the leader to see the truth in changing situations. Peter Senge writes for practicing and aspiring managers and leaders. Peter Senge, while making use of individual case studies, tends to the latter orientation. The most appropriate question in respect of this contribution would seem to be whether it fosters praxis â€" informed, committed action on the part of those it is aimed at? This is an especially pertinent question as Peter Senge looks to promote a more holistic vision of organizations and the lives of people within them. Here we focus on three aspects. We start with the organization. Here the case against Peter Senge is fairly simple. We can find very few organizations that come close to the combination of characteristics that he identifies with the learning organization. Within a capitalist system his vision of companies and organizations turning wholehearted to the cultivation of the learning of their members can only come into fruition in a limited number of instances. While those in charge of organizations will usually look in some way to the long-term growth and sustainability of their enterprise, they may not focus on developing the human resources that the organization houses. The focus may well be on enhancing brand recognition and status Klein ; developing intellectual capital and knowledge Leadbeater ; delivering product innovation; and ensuring that production and distribution costs are kept down. As Will Hutton Such conditions are hardly conducive to building the sort of organization that Peter Senge proposes. Here the case against Senge is that within

capitalist organizations, where the bottom line is profit, a fundamental concern with the learning and development of employees and associates is simply too idealistic. The need to focus on knowledge generation within an increasingly globalized economy does bring us back in some important respects to the people who have to create intellectual capital. Productivity and competitiveness are, by and large, a function of knowledge generation and information processing: Organizations need to be good at knowledge generation, appropriation and exploitation. This process is not that easy: Knowledge that is visible tends to be explicit, teachable, independent, detachable, it also easy for competitors to imitate. Knowledge that is intangible, tacit, less teachable, less observable, is more complex but more difficult to detach from the person who created it or the context in which it is embedded. Knowledge carried by an individual only realizes its commercial potential when it is replicated by an organization and becomes organizational knowledge. The sort of know-how that Leadbeater is talking about here cannot be simply transmitted.

Chapter 5 : Top 11 Benefits of Implementing Learning and Development Strategy

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English UK It is certain that most contemporary organizations face challenges characterized by lack of stability and difficulties towards tolerating emerging risks. In this case, it has become quite cumbersome to predict the future prospects, growth as well as stability of such organizations Vince , p. As a matter of fact, this has a direct implication on the operation of business organizations in the sense that there is need to incorporate business management knowledge in order to understand the nature and cause of emerging issues that affects such organizations. By so doing, this will enable individuals to employ effective approaches in order to generate effective business decisions to such issues. It is imperative to note that society has become dynamic and thus there is need to embrace knowledge â€"oriented economy Vince , p. Needless to say, such a transformation would definitely call for innovative, flexible and proactive management of organizations so that they are able to compete effectively in the global market Daudelin , p. It is against this backdrop that this paper aims to critically evaluate the application of reflection and reflective practices within contemporary organizations as part and parcel of management strategies. To begin with, it is notable that reflection and reflective practices take different forms in order to facilitate innovation, growth and development of both the human resource and organizations. Empirical research studies are quite categorical that reflective practices act as an effective tool of action and thought in the management of organizations. It is apparent that reflection is crucial since it fosters organizational learning. Besides, critical reflection fosters effective management of organizational learning Vince , p. The latter can be achieved by applying appropriate reflective practices and tools. It is worth noting that reflection has been regarded as an active and purposeful means of discovery and exploration in organizations. Some economic and management theorists argue out that the bridge that exists between experience and learning involves aspects such as feelings and cognitions Vince , p. In this case, reflection helps individuals to think and reason in order to facilitate the process of understanding. Moreover, through reflection, human beings are able to capture a concept and incorporate it into their personal knowledge. Additionally, they obtain a platform through which they can relate the new knowledge with previous experiences. Therefore, it is beyond doubt to argue that reflection is a major component of learning that is much needed when managing organizations. Evidence has shown that though reflection is a crucial tool for organizational learning, very few organizations pay sufficient attention to it. Moreover, it has been observed that most organizations do not incorporate reflective tool in their leadership and management skills. Instead, most individuals highly prefer actions than reflection Daudelin , p. This has become a huge blow to numerous organizations especially once they get themselves tapped amid emerging challenges. It is worth to note that learning helps individuals to generate creative thought and effective approach to complex issues Reynolds , p. From a careful review of literature, organizational learning is imperative and acts as a departure point to unearth and create solution to emerging problems in organizations. Nevertheless, the concept of organizational learning has been understood in different ways by scholars. In this case, the concept can be interpreted in numerous ways where several criteria can be used. Better still; one way of establishing organizational learning is by ensuring that there is consistency between the formal and informal facets of an organization. Additionally, there is a need to understand that challenging tasks act as preconditions to foster learning in an organization. For instance, tasks should be organized in a manner that will stimulate human development Billett , p. This implies that, the environment within the organization should motivate individuals to work and learn more out of the daily experiences. It is also crucial to mention the fact that when individuals get motivated, their degree of competence increases and this acts as a platform that helps them to gain new knowledge and insights. It is definite that providing workers with guidance and support is an essential way of fostering developmental learning. This involves investigation, supporting and guiding workers on how to carry out certain tasks Vince , p. This enables them to learn as they work. Moreover, they learn as they reflect on the

kind of work they perform especially through feedbacks. For instance, complimenting workers for their work create an insight in them to learn and exercise new ideas in organizations. Worthwhile, this can only be achieved by establishing planning and reflection session. Scholars argue that interdisciplinary partnership is important while addressing organizational learning Reynolds , p. In this case, workers should be engaged with vocational education and training. With this in mind, it is arguable that reflection gives learning a constructive meaning. Quite often, most individuals believe that the concept of reflection does not exist. This calls for the need to develop economic blue prints on how reflection can promote learning in organizations. In any case, several researchers claim that reflection is a cognitive process and therefore it is expected to be a complex concept. Notably, there are numerous forms of reflections namely reflection and critical reflection. Moreover, it is imperative to note that reflection can be classifies in levels. For example there is the interaction and organizational levels of interaction. Most important thing to note is that though reflection is an individual cognitive process, one reflects in a social context Billett , p. In most case, reflection is embedded in social or organizational interaction. Factually, reflective practices focus to approach and understand an immediate problem or task. At this juncture, this calls for critical reflection that involves contextual questioning. This form of reflection is vital in solving problems that are related to existing presuppositions. This type of reflection helps to attach meaning to reality. In this case, this has to do with relationships and roles that exist in organizations. Thus critical reflection is a psychological mechanism that helps individuals to interpret and understand the immediate world. Pointless to say, this type of reflection is vital in organizational learning by the fact that individuals are able to surface existing assumptions, scrutinize and sort those that are varied and decline those that are invalid Steen , p. Consequently, critical reflection has been perceived as a crucial aspect of reflection that highly adds value to organizations. Notably, the process of questioning eventually leads to exchange of ideas, experience and knowledge that stimulate learning. Eventually, the outcomes results to individual and organizational development. Of important to mention is that reflections involves a combined effort and this promotes collective learning Bourner , p. Essentially, one can argue that critical reflection acts as a bridge between an individual and organizational learning. Empirically, several theoretical approaches have been used to outline the levels of reflection. According to John Dewy, inhibition of action acts as a pre-condition for reflection. The theorist argues that habitual acts do not give room fro reflection. Majority of human personnel suffer from impacts of their actions. It is therefore, evident that a feedback is a crucial tool in reflection since it helps one to know whether they are experiencing organizational growth and individual development. For instance, the theory recommends that individuals should have a guiding idea towards a particular action. Moreover, there I need to find out how ideas relate to each other. Therefore, this calls for voluntary thinking in order to consciously establish rational evidence. Finally, it is important for individuals to test the guiding idea in order to predict its outcome. Certainly, we are living in an era where organizational learning should be made deliberate and intentional among adults. In this view, reflection is a mandatory tool for every individual determined to learn. There is need to re-examine past gained experience with new knowledge. Consequently, this gives an individual a shift of focus and change of altitude in regard to the new learning. Problem solving is another approach that can be used to evaluate the level of reflections and enhance organizational learning. Researchers claim that the approach helps one to re-construct, organize and extend the level of thinking with the aim of enhancing stability and balance in organizational activities. Possibly the only way to kick out uncertainty, instability and conflict in an organization is to face the problem situation. Notably, individuals in organizations need to apply both tactic and conscious knowledge in order to establish a harmonious relation between the knowledge and action. From a theoretical perspective, reflection must first start an individual level. However, there is need to interact with other individuals in an organization in order to reinforce each other with ideas, knowledge and experiences on how to handle emerging issues. Interactive reflection gives room for critical opinion sharing, experimentation, group-thinking and analyzing feedbacks Bourner , p. In this case, the concept allows individuals to illuminate past encounters in order to establish a base for future actions. Reflective practices can be done through seminars, organizational meeting, dialogues

and storytelling. This is a crucial tool in organizational learning since it fosters the spirit of inquiry Pietroni , p. Eventually, reflective practice causes individuals to understand past experiences that might have been neglected. Research has shown that such practive brings to surface social, political and economical experiences that existed in the past Reynolds , p. In this case, such practices create space for public scrutiny to interpret and evaluate the reason behind committing certain actions. Notably, individual assumptions are subjected to public review a factor that calls for attention to improve on the past actions. Moreover, it is evident that the practice encourages experimentation and discovery. In addition, workers are likely to fear revealing their shortcomings for fear of retaliation. This explains why reflective practice is often marginalized as many people perceive it as troublesome. Nevertheless, reflective practice has some economic value that can improve organizational performance and learning. For instance, empirical study has shown that reflective practices help members to learn from past mistakes. In this case, reflection allows them to become conscious of undesirable aspects in organizations Bourner , p. Such aspects include mistakes and problems that come in due to poor reasoning and biased assumptions. Furthermore, it is believed that they are likely not to repeat mistakes that were once done in the past. Vision sharing is another value that comes about due to reflection. Imperatively, whenever members share their visions they inspire one another and even suggest ideas to improve their visions. In addition to this, people share knowledge that foster curiosity and learning. In most case, people motivate each other and create insights that benefit their lives and contribute to development of organizations.

Organizations can have sophisticated systems, policies and processes in place but if the employees do not have a learning attitude nor support the learning strategy, then nothing will be achieved. Companies need to get employee buy in ahead of time for the success of the strategy.

What is a Learning Organization? Mason Introduction Learning organizations are not simply the most fashionable or current management trend, they can provide work environments that are open to creative thought, and embrace the concept that solutions to ongoing work-related problems are available inside each and every one of us. All we must do is tap into the knowledge base, which gives us the "ability to think critically and creatively, the ability to communicate ideas and concepts, and the ability to cooperate with other human beings in the process of inquiry and action Navran Associates Newsletter A learning organization is one that seeks to create its own future; that assumes learning is an ongoing and creative process for its members; and one that develops, adapts, and transforms itself in response to the needs and aspirations of people, both inside and outside itself Navran Associates Newsletter What learning organizations do is set us free. Employees no longer have to be passive players in the equation; they learn to express ideas and challenge themselves to contribute to an improved work environment by participating in a paradigm shift from the traditional authoritarian workplace philosophy to one where the hierarchy is broken down and human potential is heralded. Learning organizations foster an environment wherein people can "create the results they truly desire," and where they can learn to learn together for the betterment of the whole Rheem , Peter Senge is a leading writer in the area of learning organizations. His seminal works, The Fifth Discipline: Strategies and Tools for Building a Learning Organization, describe five disciplines that must be mastered when introducing learning into an organization: Systems Thinking - the ability to see the big picture, and to distinguish patterns instead of conceptualizing change as isolated events. Systems thinking needs the other four disciplines to enable a learning organization to be realized. There must be a paradigm shift - from being unconnected to interconnected to the whole, and from blaming our problems on something external to a realization that how we operate, our actions, can create problems Senge , Personal Mastery - begins "by becoming committed to lifelong learning," and is the spiritual cornerstone of a learning organization. Personal Mastery involves being more realistic, focusing on becoming the best person possible, and striving for a sense of commitment and excitement in our careers to facilitate the realization of potential Senge , Mental Models - must be managed because they do prevent new powerful insights and organizational practices from becoming implemented. The process begins with self-reflection; unearthing deeply held belief structures and generalizations, and understanding how they dramatically influence the way we operate in our own lives. Until there is realization and a focus on openness, real change can never take place Senge , What is needed is a genuine vision that elicits commitment in good times and bad, and has the power to bind an organization together. As Peter Senge contends, "[b]uilding shared vision fosters a commitment to the long term" Senge , Team Learning - is important because modern organizations operate on the basis of teamwork, which means that organizations cannot learn if team members do not come together and learn. It is a process of developing the ability to create desired results; to have a goal in mind and work together to attain it Senge , To summarize, a learning organization does away with the mindset that it is only senior management who can and do all the thinking for an entire corporation. Learning organizations challenge all employees to tap into their inner resources and potential, in hopes that they can build their own community based on principles of liberty, humanity, and a collective will to learn. Why is it for Us? To compete in this information-saturated environment we are currently living in, it is necessary to remain dynamic, competitive, and to continue to look for ways to improve organizations. As David Garvin of Harvard University writes, "continuous improvement requires a commitment to learning" Garvin , Change is the only constant we should expect in the workplace, and therefore, we must rid ourselves of traditional, hierarchal organizational structures that are often

change-averse, or undergo change only as a reaction to external events Johnson Learning organizations embrace change and constantly create reference points to precipitate an ever-evolving structure that has a vision of the future built-in. According to Richard Karash, learning organizations are healthier places to work because they: The very first thing needed to create a learning organization is effective leadership, which is not based on a traditional hierarchy, but rather, is a mix of different people from all levels of the system, who lead in different ways Senge Secondly, there must be a realization that we all have inherent power to find solutions to the problems we are faced with, and that we can and will envision a future and forge ahead to create it. To create a culture and environment that will act as the foundation for a learning organization begins with "a shift of mind - from seeing ourselves as separate from the world to connected to the world" Senge ,37 ; seeing ourselves as integral components in the workplace, rather than as separate and unimportant cogs in a wheel. Finally, one of the biggest challenges that must be overcome in any organization is to identify and breakdown the ways people reason defensively. Until then, change can never be anything but a passing phase Argyris , Everyone must learn that the steps they use to define and solve problems can be a source of additional problems for the organization Argyris , How to Achieve the Principles of a Learning Organization The first step is to create a timeline to initiate the types of changes necessary to achieve the principles of a learning organization. In Order of Appearance Stage One is to create a communications system to facilitate the exchange of information, the basis on which any learning organization is built Gephart , The use of technology has and will continue to alter the workplace by enabling information to flow freely, and to "provide universal access to business and strategic information" Gephart , It is also important in clarifying the more complex concepts into more precise language that is understandable across departments Kaplan , Stage Two is to organize a readiness questionnaire, a tool that assesses the distance between where an organization is and where it would like to be, in terms of the following seven dimensions. The questionnaire is administered to all employees or a sample of them, and is used to develop an assessment profile to design the learning organization initiative Gephart , Stage Three is to commit to developing, maintaining, and facilitating an atmosphere that garners learning. Stage Four is to create a vision of the organization and write a mission statement with the help of all employees Gephart , Stage Five is to use training and awareness programs to develop skills and understanding attitudes that are needed to reach the goals of the mission statement, including the ability to work well with others, become more verbal, and network with people across all departments within the organization Navran Stage Seven is to initiate the new practices by emphasizing team learning and contributions. As a result, employees will become more interested in self-regulation and management, and be more prepared to meet the challenges of an ever-changing workplace Gephart , Stage Eight is to allow employees to question key business practices and assumptions. Stage Nine is to develop workable expectations for future actions Navran Stage Ten is to remember that becoming a learning organization is a long process and that small setbacks should be expected. It is the journey that is the most important thing because it brings everyone together to work as one large team. In addition, it has inherent financial benefits by turning the workplace into a well-run and interesting place to work; a place which truly values its employees.

Chapter 7 : Creating Opportunities for Reflection in Action Learning: Nine Important Avenues

Kellie T. Wardman is the author of Reflections on Creating Learning Organizations (avg rating, 1 rating, 0 reviews, published).

It requires having a mindset where all ideas are welcomed, shared and people from different functions work together in unison to fix a broken process or to improve it. Knowledge sharing seems straightforward but to work on a corporate level, it needs to be part of a learning strategy. This strategy should incorporate several aspects â€" culture, tools and policies, among others â€" to enable a learning environment. Having a solid infrastructure and technology in place is not enough, as many companies have experienced. In my opinion companies know this is important in the long term and invest in the tangible resources i. Most of the time they do not invest time in developing a strategy that incorporates both given the time and effort required to do it, lack of immediate financial impact or the difficulty of a changing economic environment. Before developing a learning strategy it is important to have a baseline. The organization should understand how is the learning system working as a whole and identify which components are in place. When implementing LEAN and as part of the Diagnostic phase the implementation team needs to assess if the learning components are working effectively or not to Design an optimal learning strategy and system. The reading focuses on the assessment tool and provides a comprehensive survey to diagnose the current state of an organization and identify focus critical areas that require attention. It helps to prioritize all the areas to establish a targeted work-plan, always remembering that all of the building blocks need to be addressed. I completed this survey for my own organization and though it was a helpful tool and easy way to understand specific areas of opportunity, compare results to industry benchmarks and reflect on ways to improve relevant categories. I think this framework is very useful in practice to make sure the learning strategy and approach are holistically defined and designed. The model is comprehensive and includes the critical pieces needed to complete the learning puzzle. Structural â€" relates to the mechanisms or systems in place to support and validate the learning process i. I argue that when changes takes place, the culture aspect is the most critical one. Organizations can have sophisticated systems, policies and processes in place but if the employees do not have a learning attitude nor support the learning strategy, then nothing will be achieved. Companies need to get employee buy in ahead of time for the success of the strategy. Employees need to be involved in all stages of the implementation process; including strategy formulation, brainstorming, tool selection and deployment stages. As their involvement and stakes in the learning strategy process increases, they will serve as learning champions. They could help leadership spread the word, create momentum, obtain buy in and ultimately teach other employees and peers the value of the tools and overall learning system. Developing a knowledge sharing strategy as part of a LEAN movement is great because not only it enables the required environment and structures, but the culture aspect is also considered as part of the methodology design and implementation processes. Hope these tools help you as much as they have helped me! Stay tuned to learn more about how ESNs enable the structural and cultural componentsâ€¦ Mercibel.

Chapter 8 : What Are Some Strategies For Reflection Activities?

action, (b) constructing a learning dialectic in organizations, (c) the practice of learning how to learn, and (d) his commitment to a new educational paradigm that teaches practitioners how to reflect-in-action.

Truth is Stranger than Fiction Small Group Week Email Discussion Groups Class Presentations A note about reflection journals: Guidance is needed to help students link personal learning with course content. Personal Journal - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. Dialogue Journal - Students submit loose-leaf pages from a dialogue journal bi-weekly or otherwise at appropriate intervals for the instructor to read and comment on. While labor intensive for the instructor, this can provide continual feedback to students and prompt new questions for students to consider during the semester. Highlighted Journal - Before students submit the reflective journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructor to identify the student to reflect on their experience in light of course content. Gary Hesser, Augsberg College 4. Key Phrase Journal - In this type of journal, students are asked to integrate terms and key phrases within their journal entries. The instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how course content is evident in the service experience. Double-entry Journal - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. Angelo and Cross 6. Critical Incident Journal - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why was this significant to you? What underlying issues societal, interpersonal surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a dilemma for you in terms of what to say or do. What is the first thing you thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response? Three-part Journal - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. Give each student "postits" and ask them to write down all the feelings they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feelings they had when they experienced their first "field encounter. Encourage them to write down as many different brainstormed thoughts as possible one for each card. Have three newsprint papers strategically located and taped to the walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is seen as non-threatening in an oral presentation sense.

Quotes - Using quotes can be a useful way to initiate reflection because there is an ample supply of them, and they are often brief and inspiring. Here are some quotes as examples you might want to use: Martin Luther King, Jr. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. Diane Sloan, Miami Dade College Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it to play at the end of the reflection session. Even if they do not have the song, ask them to "say" the lyric that describes their feelings. This usually proves to be "fun" in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. Reflective Essays - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students. Chris Koliba, Georgetown University Directed Writings - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings i. What evidence do you have to support this statement? Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary courses and provides students flexibility within their disciplinary interests and expertise to pursue issues experienced at the service site. Class presentations of the experiential research paper can culminate semester work. Service-Learning Contracts and Logs - Service-learning contracts formalize the learning and service objectives for the course. Students, in collaboration with their instructor and agency supervisor, identify learning and service objectives and identify the range of tasks to be completed during the service experience. Oftentimes, a service-learning contract cannot be completed until the student is at the agency for a couple of weeks and has a clear idea of how their skills and expertise can be of service. A service log is a continuous summary of specific activities completed and progress towards accomplishing the service-learning goals. The contract and the log can become the basis for reflection when students are asked to assess their progress towards meeting the identified objectives and identify the obstacles and supports that had an impact on their ability to achieve the service-learning objectives. These items can also be submitted in a service-learning portfolio as evidence of the activities completed. Directed Readings - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing. Ethical Case Studies - Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. David Lisman, Colorado College Structured Class Discussions - Structured reflection sessions can be facilitated during regular class time if all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: List phrases that describe your actions at the service site. List phrases that describe your thoughts

at the service site. What contradictions did you sense at the service site? What connections can you make between your service and the course content? Nadinne Cruz, Stanford University Have the students break into groups of three no more. Ask them to share the most unusual story that happened to them during their service-learning experience. Some students will be hesitant at first.

Chapter 9 : Creating a Learning Organizationâ€¦ â€" Mercibel's Reflection Corner

A focus on learning and innovation in organizations is very essential for the success of these organizations. In general, learning can provide the appropriate skills and competences for research.