

# Chapter 8 complexity, learning and innovation



learning organization innovation and change are seen as routine and as inputs for further learning management theories reflect the \_\_\_\_\_ of

their time governing ideas ON CHAPTER 8 COMPLEXITY, LEARNING AND INNOVATION SPECIFICALLY FOR YOU FOR ONLY \$13.90/PAGE Order

Now complex systems arrangements of interacting interdependent parts that produce emergent behavior 3 characteristics of complex systems that make them unpredictable and challenging to manage 1. richly interconnected

2. non linear

3. dynamic richly interconnected system elements are connected in many different ways non linear output is not directly proportional to

input linear output is directly proportional to input dynamics systems have capacity to change and can influence present events policy

resistance tendency for interventions to be delayed, diluted, or defeated by the response of the system to the intervention staff emergence when

organizations operate at edge of chaos, new ideas, products, practices can spontaneously emerge combinatorial complexity/detail complexity arises from the number of constituent elements of a system or number of

interrelationships that might exist among them dynamic complexity two

operation of feedback loop two types of feedback loops 1. reinforcing feedback loop

2. balancing feedback loop reinforcing feedback loop amplify or intensify whatever is happening in a system, drive system toward

disequilibrium balancing feedback loop counteract or oppose whatever is happening in a system, drive system toward equilibrium virtues of systems

dynamics models 1. permit controlled experimentation, enabling managers to test strategies and learn more rapidly than the real world permits

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2. simulations relax the performance pressure of the real world, creating a safe environment to explore " what if" scenarios

learning involves the acquisition of knowledge or skills through study, instruction, or experience. it is a feedback process

single loop learning relatively simple error and correction process whereby problem solvers look for solutions within an organization's policies, plans, values and rules

double loop learning problem solvers attempt to close the gap between desired action and actual states of affairs by questioning and modifying those policies, plans, values and rules

adaptive learning problem solvers adjust their behavior and work processes in response to changing events or trends, promoted by single loop learning

generative learning attempt to solve problems by changing the underlying structure of a system, promoted by double loop learning

Peter Senge's " The Fifth Discipline", 5 management practices that characterize learning organization

1. systems thinking

2. personal mastery

3. mental models

4. shared vision

5. team learning

systems thinking discipline of seeing wholes, perceiving the structures that underlie dynamically complex systems and identifying high-leverage change opportunities

personal mastery discipline of individual learning, involves continuously clarifying our individual sense of purpose and vision, and continuously learning how to see the world as it is without distortion

mental models constantly surfacing, testing and improving assumption about how the world works

shared vision generating an answer to the common question " what do we want to create?" connects people through common aspiration and drives motivational power by tapping

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peoples personal visionsteam learningcreating alignment such that team members think insight fully about complex problems, synergize knowledge and skills, and produce coordinated actionhow we think learning happens1.

learning is an individual activity

2. linear process involving a one way transfer of knowledge and best practice

3. repetition is the path to best practice

4. learning occurs through error detection and correctionhow learning really happens1. individual, group, and organization activity

2. cyclical process involving knowledge interpretation, application, feedback, reinterpretation, and refinement

3. repetition is necessary

4. occurs through error detection and correctioninnovationidea or practice or object that is perceived as new by an individual or unit adopting it

effecttendency to infer specific characteristics of a person or organization

from our overall impressionslinear progressionone stage follows another in a predictable, orderly fashionMIRPMinnesota Innovation Research

Projectdiscoveryinnovators learn about possible action alternatives, outcome preferences, and contextual factorsnew relationships emerge by establishing

four key conditions1. direction

2. boundaries

3. permission

4. resourcesspecific practices for nurturing foresight include: 1. rapid experimentation using prototypes, pilot programs and computer simulations

2. knowledge brokering - making connections between ideas

3. alliances with existing and potential customers and other firms

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4. regular and internal meeting to engage in cross functional dialogue Louis

Pasteur" in fields of observation, chance favors the prepared mind"

Schoemaker and Gunther suggest three factors in regards to change: 1.

potential gain to the potential cost

2. test core assumptions that drive large numbers of decisions

3. conditions have changed