

Literature review



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Literature Review on Learning Organizations Learning in an organization can be considered as a need in relation to the improvement of the operational and administrative processes. For that matter, it is important to focus on the different concepts and ideas that had been presented and contributed on the learning organizations through the course of history.

In the study of the concept of learning organization, one of the issues that commonly arise is the distinct characteristics as compared to organizational learning. It is important to focus on the fact that learning organization means the structure itself that is involved in the process of learning to be able to update and to continuously improve the totality of the organization (Malhotra, 1996).

On the basis of the different defining concepts of learning organization, views presented by different authors can be considered to have contributed to the foundation and improvement of the thought. One of the most influential authors is Peter Senge who viewed that learning organizations is aimed for continuous improvement of the people. This is goal is achieved through the creative and constructive inputs of the people within the organization which is considered essential since efficiency and favorable results can be equated to improvement of the capability of the people and the success of the organization. In the works of Senge, he stressed the important disciplines that are related to learning organization which include personal mastery, mental models, building shared vision, team learning and system thinking (Senge, 1990).

Another view on the processes involved in the learning organization is presented in the same period. The main focus of the concept presented is the holistic approach and looking at things in a larger and more

comprehensive view. Pedler and colleagues said that the learning process of the whole organization is the most essential manner of gaining success as compared to individually training the people. This can be attributed to the fact that the dynamics of the whole organization can be taken into consideration unlike the process wherein each personnel is trained and then the incorporation of each role is undertaken after achieving the required skills. As compared to the specific view, organizational perspective can be considered as more pragmatic prior to application and feasibility study (Pedler, Burgoyne and Boydell, 1991).

The third view on learning organization is achieved through the cumulative assessment of the capabilities of each individual in the achievement of set goals. The said view then can be considered as a combination of a specific view and the holistic view. The assessment of the capabilities of each employee can be considered related to the specific approach. On the other hand the drive to work together as a unit in achieving goal can be considered more holistic in nature (Watkins and Marsick, 1992).

In general, the said definition can be considered as included in the fundamental meaning of the learning organization. In the study of the different results and data expressed related to the concept, it can be considered that the application of the paradigms and principles related to learning organization can only be feasible due to the view that such type of management can be considered sustainable and can contribute positively to the organization (Pedler, Burgoyne and 1991; Senge, 1990).

The presented concepts can be considered to contribute in the present state of thought related to the learning organization.

References

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