Not all organizational learning programs will be mandatory, even though they might still add value to an employee. This means the employee's personal motivation to learn and grow will determine whether or not they participate. To overcome this barrier, try motivating your employees by explaining the future benefits of the learning initiative. You might also consider implementing a system for rewarding employees as they make progress. Organizational learning is important for all companies, as the creation, retention and transfer of knowledge within the organization will strengthen the organization as a whole. When looking at the definition of organizational learning, there are three main actions to consider: Conceive. Act. It is important that the organization ensures that the knowledge gained from this process is retained within the organization and is transferable. Knowledge retained by individuals cannot be properly retained, as individuals can leave, taking their knowledge with them. Embedded knowledge can be kept within the organization and shared with all individuals. To define organizational learning is to understand the importance of creating a learning culture within an organization. In studies of organizational learning, the problem of balancing exploration and exploitation is exhibited in distinctions made between refinement of an existing technology and invention of a new one (Winter 1971; Levinthal and March 1981). It is clear that exploration of new alternatives reduces the speed at which skills at existing ones are improved. As organizations learn from experience how to divide resources between exploitation and exploration, this distribution of consequences across time and space affects the lessons learned. The certainty, speed, proximity, and clarity of feedback ties exploitation to its consequences more quickly and more precisely than is the case with exploration.

Abstract
The terminologies organizational learning and learning organization were once used interchangeably. However, in the mid-1990s there was a bifurcation into two streams. Organizational learning became the descriptive stream and dealt mostly with the learning processes in the organization. This stream had its roots in social and cognitive psychology with a strong academic focus. Learning organization became the prescriptive stream with a strong practical focus. A broad theoretical framework is presented that links the two streams. In the implementation of learning organization prescriptions, enormous practical difficulties were encountered, making implementations less than successful. The barriers involved in transfer of learning to all levels in the organization (i.e. individual, collective, organizational, and inter-organizational) and the absence of a link to the learning processes are identified as the major issues in implementation failures. It is postulated that these are the reasons for the gap between the two streams.

Keywords
Organizational learning, Learning organizations, Learning cycle

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