Learning Organizations

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Learning organizations can be described as a process involving the investigation by a group of organizational members into problems within the organization (Worrell, 1995). There are three types of learning: single loop learning, double loop learning and Deutero learning. Single loop learning is when an organization detects errors or problems and then corrects them by investing and producing new organization strategies. Double loop learning involves restructuring of organizational norms. Lastly, deutero learning is the process in which an organization learns how to learn (Worrell, 1995). Joan Giesecke and Beth McNeil suggested that people in organizations experience two types of learning: maintenance learning and anticipatory learning. Maintenance learning is discovering better ways to do current procedures and tasks. Maintenance learning is important in that it ensures that procedures and processes are efficient and being done the best way possible. Maintenance learning has a short-term focus, however, and often misses changes in the environment (Giesecke & McNeil, 2004).

In order for organizations to be effective, organizations must identify their strengths, weaknesses, opportunities and threats. Once organizations have identified specifically their weaknesses and opportunities, organizations can educate team members how to reach the company's goal. By achieving the organization's goals, team members must learn from the company's mistakes and create a plan of action that will create a path to success and growth; organizations learn only through individuals that learn. Five main practices in building a learning organization are systematic problem solving, ongoing program of experimentation, learning from past experiences, learning from others, and transferring knowledge quickly and efficiently throughout the organization (Worrell, 1995).

Characteristics of Learning Organizations

Learning organizations are described to possess five features, system thinning, personal mastery, mental modes, a shared vision and team learning (Eisenberg et al., 2017). To further explain, personal mastery involves individuals that clarify what is important and continually learning. Next, mental modes are held images of how the world operates and patterns of reasoning; members' patterns of beliefs. A shared vision is an image of what members of an organization have envisioned for the organization and what the members should be creating; shared sense of identity and mission. Furthermore, team learning is the process of aligning and developing the capacity of a team to create the results its members desire. Lastly, system thinking is the invisible fabric of interrelated actions that make up an organization (Worrell, 1995); if one member succeeds then all members must succeed.

Communication In Learning Organizations

The role of communication plays a major role in the growth of learning organizations. In a learning organization, managers and staff encourage work-related learning, the exchange of information between employees to create new ideas and knowledge, and continuous improvement (Giesecke & McNeil, 2004). In order for members of an organization to possess the same goals, staff and managers must communicate the steps to achieve these goals and ways to improve. Communication is how knowledge is exchanged between individuals, this is a vital component to learning organizations and having the ability to improve and grow from different learning experiences.

Conclusion

There are three types of learning: single loop learning, double loop learning and Deutero learning. Learning organizations are described to possess five features, system thinning, personal

mastery, mental modes, a shared vision and team learning. Organization's ability to communicate ties into the goals and objectives that team members possess. In order for organizations to be effective, organizations must identify their strengths, weaknesses, opportunities and threats for the organization to learn from their mistakes.

References

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