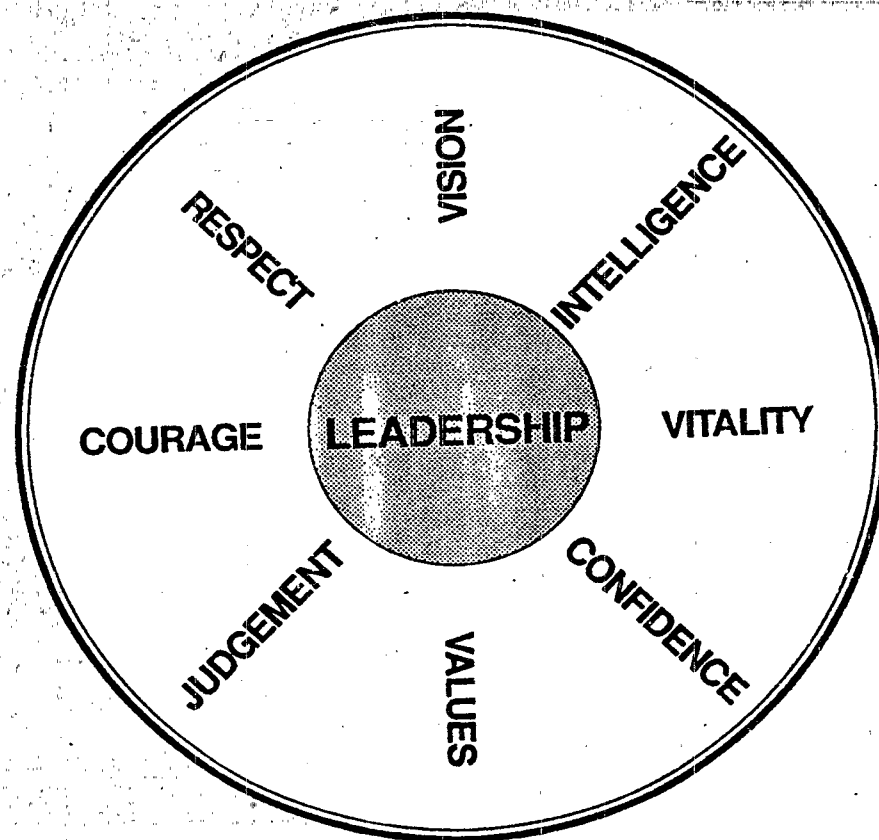
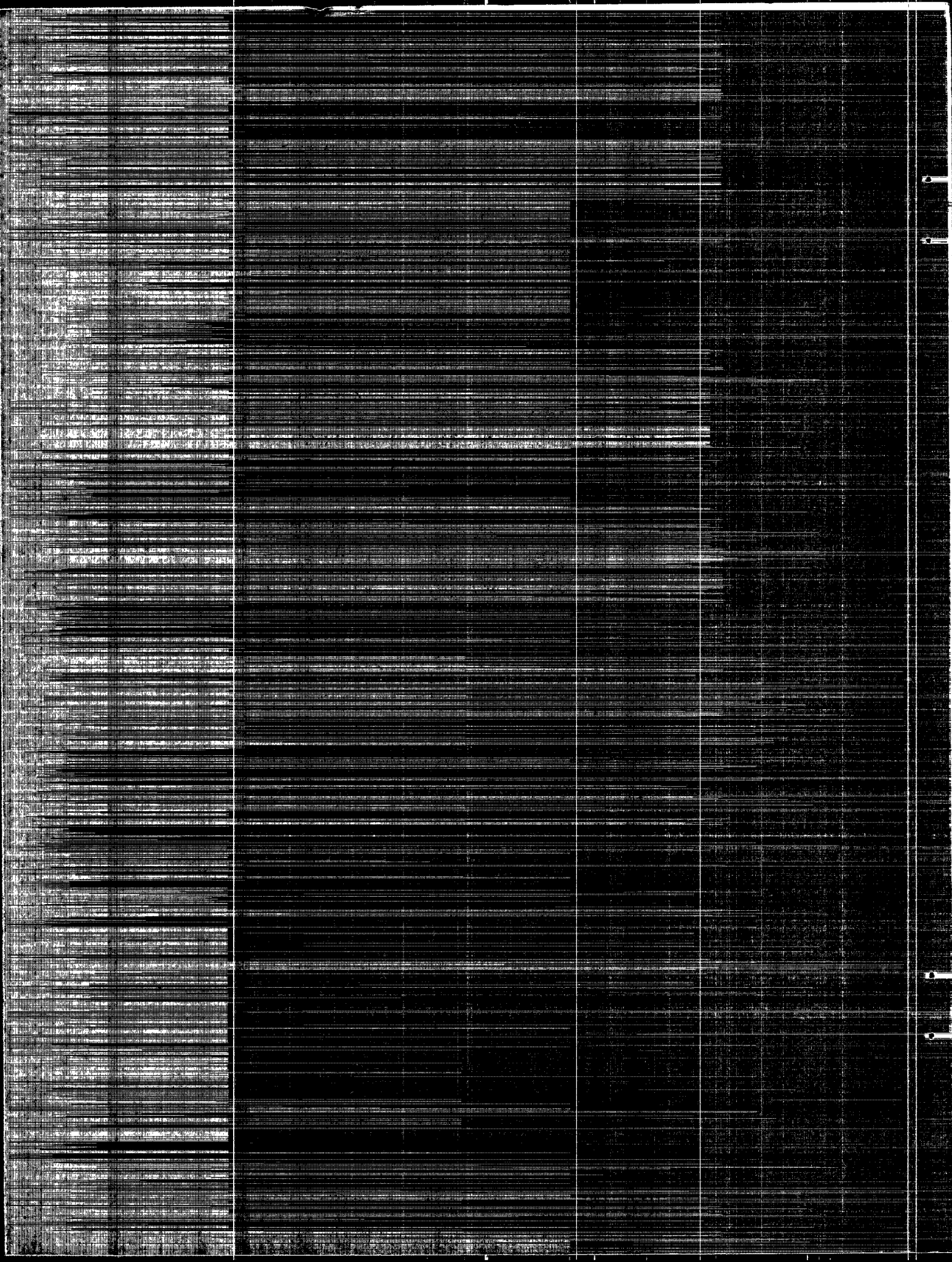




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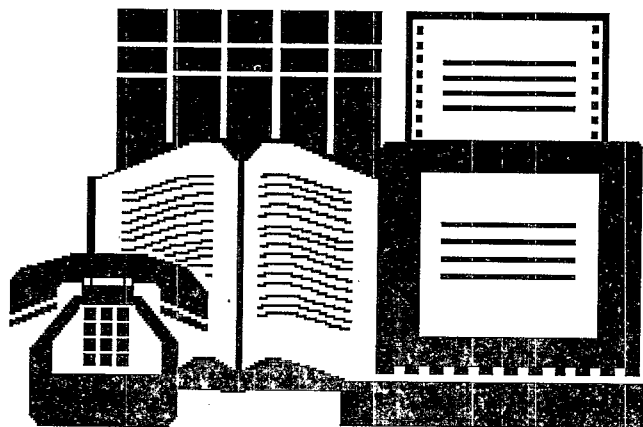
The Learning Organization





THE LEARNING ORGANIZATION

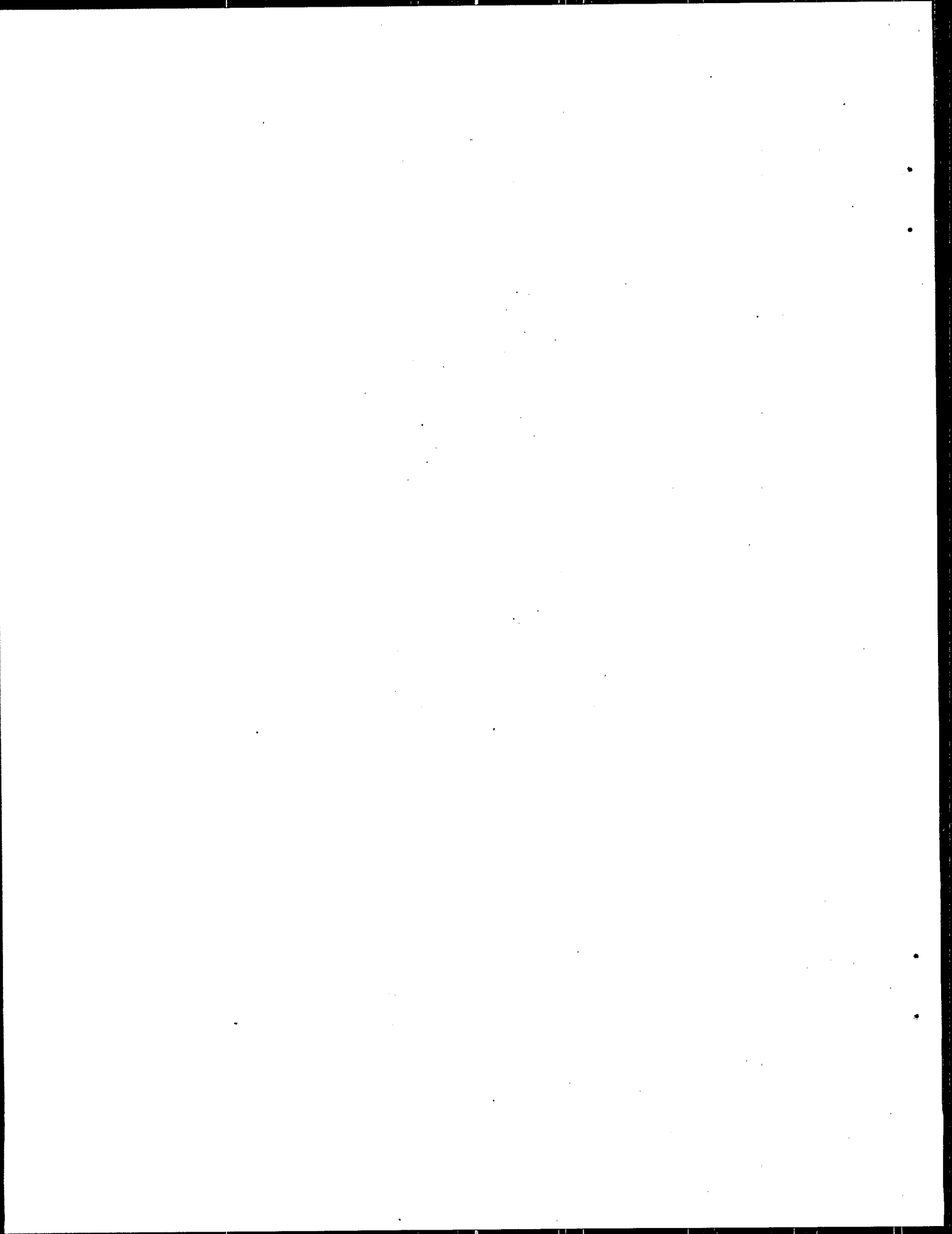
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INTRODUCTION

THE LEARNING ORGANIZATION

In his remarks at the National Environmental Information Conference in December 1991, Deputy Administrator F. Henry Habicht noted that the EPA is in the business of protecting the environment, not just implementing specific legislative requirements. He called for EPA employees to expand their knowledge base and think about their jobs in new, exciting, creative ways. This type of organization has been described in the management literature as a "learning organization."

A learning organization is one that experiments with new ways of looking at the world. This continuous learning process is necessary for organizations that intend to avoid stagnation and obsolescence. Individuals within a learning organization strive to increase their knowledge, skill and creativity. The learning organization as a whole adapts to the changing needs of customers and creates new sources of growth.

Managers are responsible for leading the learning process by facilitating individual learning at all levels, and ensuring the growth of the organization. **The Learning Organization** provides information for EPA managers to use in this capacity. An overview of major writings on organizational learning is given in the *Introduction*. *The Learning Organization: Focus on the Public Sector* examines the requirements for learning in government. The role of the leader in building learning organizations is addressed in *The Learning Manager*, while *Training and Employee Development* discusses the need for learning at all levels. *Learning and Change* focuses on learning as either creating or coping with change. And finally, organizational transformation as the result of learning is emphasized in *Transforming Organizations*.

The Learning Organization was compiled using ABI/Inform, Management Contents, PsychInfo, Sociological Abstracts, and ERIC.

The Learning Organization ends with selected resources available through the EPA Library Network. Copies of the articles cited in this bibliography may be requested from your local EPA Library. For further assistance, contact the Headquarters Library at 260-5921.

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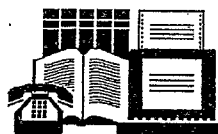
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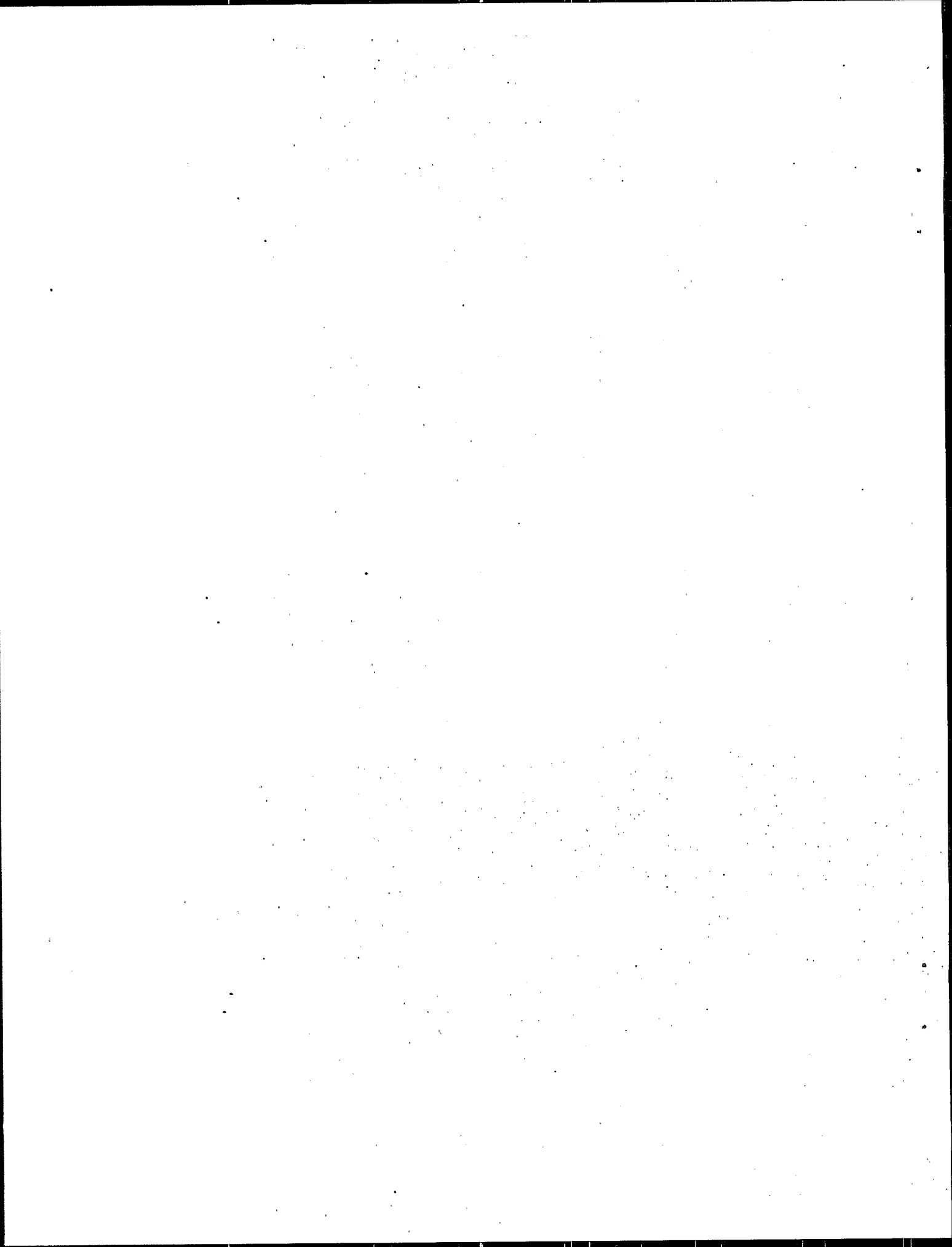
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I. INTRODUCTION

The Learning Organization Made Plain (interview).

Galagan, Patricia A.

Training & Development v45 Oct, 1991, p37(8)

Peter M. Senge's book, 'The Fifth Discipline: The Art and Practice of the Learning Organization,' encourages organizations to view systems thinking, personal growth, and work from a new perspective. Organizations should make learning a continuous process, rather than an episodic event. Everyone in an organization has a responsibility to help create a learning organization, with top managers playing a crucial role in the process. Senge encourages organizations to realize the importance of reflection, as opposed to action, in business. (Management Contents)

The Leader's New Work: Building Learning Organizations.

Senge, Peter M.

Sloan Management Review v32 Fall, 1990, p7(17)

Over the past two years, business academics and senior managers have been talking about the notion of the learning organization. Ray Stata of Analog Devices put the idea succinctly in these pages last spring: 'The rate at which organizations learn may become the only sustainable source of competitive advantage'. And in late May of this year, at an MIT-sponsored conference titled 'Transforming Organizations', two questions arose again and again: How can we build organizations in which continuous learning occurs? and, What kind of person can best lead the learning organization? This article, based on Senge's recently published book, The Fifth Discipline: The Art and Practice of the Learning Organization, begins to chart this new territory, describing new roles, skills, and tools for leaders who wish to develop learning organizations. (Management Contents)

Organizational Learning.

Levitt, Barbara; March, James G.

Annual Review of Sociology 1988, 14, 319-340.

A review of the multidisciplinary literature on organizational learning. Conceptually, organizational learning is viewed as routine-based, history-dependent, & target-oriented. Organizations are seen as learning by encoding inferences from history into routines that guide behavior. Topics examined include how organizations learn from direct experience, as well as from the experience of others & how organizations develop conceptual frameworks or paradigms for interpreting that experience. Also discussed is how organizations encode, store, & retrieve the lessons of history despite the turnover of personnel & the passage of time. Organizational learning is further complicated by the ecological structure of the simultaneously adapting behavior of other organizations, & by an

endogenously changing environment. Limitations & possibilities of organizational learning as a form of intelligence are considered. 42 References. (Sociological Abstracts)

The Learning Organization. (Training Terms) (column)

Zemke, Ron

Training: the Magazine of Human Resources Development v28(2) March, 1991, p79

Learning organizations are those that concentrate on continuously improving their products, services, and processes. This management style can also be referred to as total quality organization. The activities of learning organizations include eliminating waste, reducing bureaucracy, offering products that meet customer needs, monitoring competitors' activities, and encouraging employees to focus on the company's vision. The skills required of employees in a learning organization include systems thinking, personal mastery, and team learning. The characteristics of learning organizations include treating unexpected events as learning opportunities, practicing open communication, and offering employees a great deal of training. (Management Contents)

The Nontraditional Quality of Organizational Learning. Special Issue: Organizational learning: Papers in honor of (and by) James G. March.

Weick, Karl E.

Organization Science 1991 Feb Vol 2(1) 116-124

Learning is defined as a shift in performance when the stimulus-situation and the motivation are essentially the same. Thus, the defining property of learning is the combination of same stimulus and different response; however, this combination is rare in organizations, meaning either that organizations don't learn or that organizations learn but in nontraditional ways. The combination of same stimulus and different response is rare in organizations because (1) each of the 2 elements separately do not occur often and it is more common to observe their opposites (different stimulus, same response); (2) the sequence of same-different occurs less often than do the other 3 combinations (same-same, different-different, different-same); (3) when the sequence same-different does occur, it occurs for reasons other than learning. Two strategies to pursue organizational learning are discussed. (PsycINFO)

Exploration and Exploitation in Organizational Learning. Special Issue: Organizational learning: Papers in honor of (and by) James G. March.

March, James G.

Organization Science 1991 Feb Vol 2(1) 71-87

Considers the relation between the exploration of new possibilities and the exploitation of old certainties in organizational learning. Some complications in allocating resources

between the two are examined, particularly those introduced by the distribution of costs and benefits across time and space, and the effects of ecological interaction. Two general situations involving the development and use of knowledge in organizations are modeled. The first is the case of mutual learning between members of an organization and an organizational code. The second is the case of learning and competitive advantage in competition for primacy. Adaptive processes, by refining exploitation more rapidly than exploration, are likely to become effective in the short run but self-destructive in the long run. (PsycINFO)

Organizational Learning: The Contributing Processes and the Literatures. Special Issue: Organizational Learning: Papers in honor of (and by) James G. March.

Huber, George P.

Organization Science 1991 Feb Vol 2(1) 88-115

Discusses 4 constructs related to organizational learning (OL (knowledge acquisition, information distribution, information interpretation, and organizational memory)), and the literature related to each. Knowledge acquisition was portrayed as consisting of 5 subconstructs or subprocesses: congenital learning, experiential learning, vicarious learning, grafting, and searching or noticing. Data indicate that there is little in the way of substantiated theory concerning OL and there is considerable need and opportunity to fill in the many gaps. With very few exceptions, work on OL has not led to research-based guidelines for increasing the effectiveness of OL, nor has it been presented in forums or media typically monitored by those who guide organizational processes. (PsycINFO)

II. THE LEARNING ORGANIZATION: FOCUS ON THE PUBLIC SECTOR

Improving Public Sector Management.

Lynn, L.E.Jr.

California Management Review, Vol.26, No.2, Winter 1984, P. 112-124,

Businessmen are not always competent in the position of public sector manager. The problems inherent to public management involve conflicting roles that public executives must fulfill. Government and business are compared as to organizational ownership, environmental relationships, content of decisions, and authority structure. The concept of education as a means to develop public managers is addressed. Business schools should provide a comparative perspective concerning public and private sectors. Through education, business managers can use their experience and talent to improve governmental performance. (Management Contents)

Thinking About Government Learning.

Etheredge, Lloyd S.; Short, James

Journal of Management Studies v20n1 PP: 41-58 Jan 1983

A theoretical framework is presented for assessing organizational learning within governments. Government learning must result both on growth of intelligence and increased effectiveness, as measured by the capacities for differentiation, integration, and reflective thought. Government learning can be characterized by several types of individual learning, including the scientific method, intuition, creativity, skill, and good judgment. Government capacity to learn will be determined by the intelligence of individual decision makers, as well as by the collective intellectual coherence of the government as a whole. Use of analytical and creative learning will increase government intelligence, while increased skill, through experience, and enhanced judgment, through anticipation of impacts, will increase government effectiveness. The rate of government learning will increase as the sophistication and criticism of those outside government increase. (ABI/INFORM)

Organizational Learning and Public Policy: Towards a Substantive Perspective.

Ventriss, Curtis; Luke, Jeff

American Review of Public Administration v18n4 PP: 337-357 Dec 1988

Although the concept of organizational learning is still in its early stages of development, it has gained increasing attention as an important approach to administrative theory and practice. Many of the prevailing conceptualizations of organizational learning have tended to misplace learning's substantive meaning. Consequently, they have obscured learning's relevance to the broader arena of public affairs and public policy. Learning is primarily a normative category of cognitive inquiry that examines the tacit assumptions of social reality and, as such, is incidental to the issues concerning efficiency, adaptation, and

maintenance. An approach called substantive learning is proposed. This technique challenges public administrators to reflect upon the intended and unintended outcomes of policies in an intersectoral environment. (ABI/INFORM)

Building a Process for a Quality of Work Environment in the Public Sector.

Rucker, Maurice

Journal of Collective Negotiations in the Public Sector v13n4 PP: 379-382

In order to combat an employee morale problem, an attempt was made to formulate and create a process for a public sector organization which would gather the strengths and weaknesses of the organization's human resources. The primary emphasis was on furnishing a database for a more effective reaction to a pattern of symptoms of job dissatisfaction, while at the same time building a stronger and more self-sustaining organization. The results of these efforts are reported. The Quality of Work Program project examined these issues: 1. the quality of work conditions at the client organization, 2. the effects of quality of work conditions on performance, and 3. the methods that could change the organization into an adaptive learning environment, capable of self-sustaining improvements that would benefit and reinforce the achievement of the organization's goals, as well as the needs of the employees. A conceptual framework for achieving these goals is provided. (ABI/INFORM)

Improving Training in the Public Sector.

Sims, Ronald R.; Sims, Serbrenia J.

Public Personnel Management v20n1 PP: 71-82 Spring 1991

Conducting training programs in public agencies in a way that fosters employee development requires the identification and management of aspects of the training program that influence the learning process. It is important to manage the learning process in training in public agencies by adapting training methods to a particular employee's learning style. This type of approach creates training activities and training environments that improve the effectiveness of public agency training programs. Learning styles can be used to predict learning difficulties, by predicting who will talk most or least or be keen to observe or to take part. Learning styles can help in the discussion of the learning process. The learning style can help individuals plan and expand their learning styles and can be used to allocate roles in experiential exercises. Finally, using learning style results can help in the formation of groups or learning teams. (ABI/INFORM)

Public-Sector Productivity: A Success Story.

Reed, G.B.

National Productivity Review, Vol.3, No.2, Spring 1984, P. 155-162., Journal.

A success story concerning productivity in the public-sector is detailed. The Copyright Office has made sweeping changes which entail better efficiency, quality of service, and employee job satisfaction. A consultive management approach is used rather than a traditional management approach. All employees offer ideas concerning goals and objectives. New techniques concerning management style and productivity are learned from workshops. The organizational culture of the Copyright Office is redefined. Employee involvement and commitment are keys to this approach. (Management Contents)

Should Careerists Question Public Policy?

Barth, Thomas J.

Bureaucrat v16n4 PP: 55-58 Winter 1987/1988

From an organizational learning viewpoint, a limited role in the public policy process for the career civil service is dysfunctional. Suppression of the career perspective at the highest public policy debate levels is detrimental to double-loop learning, which involves the open critique of the administration's assumptions or ideologies. The results are a failure to serve the public interest optimally and a smothering of creativity and innovation at all levels of government. Thus, the careerist often is confined to single-loop learning, or the implementation of desired objectives. This level of learning is essential; however, it does not provide for the careerist's specialized knowledge and historical experience to be applied to basic public policy decisions. In practical terms, the careerist thus has a mandate to question new policy constructively. If such issues are not raised, then higher level organizational learning is not likely to occur. (ABI/INFORM)

Research Needs on the Public Service

Sherwood, Frank P.

Public Administration Quarterly v8n3 PP: 325-342 Fall 1984

Research in public administration should be directed at promoting organizational learning in public-sector organizations. The public service, especially at the federal level, has deteriorated in terms of motivation and satisfaction of its members. A lack of strong leadership in the public service has led to low levels of accountability, performance, and trust among government managers. The importance of public service leadership has not been fully appreciated in the federal government, resulting in ineffective deployment of leadership resources and poor incentives for individuals to assume leadership responsibilities. Inhibitors of organizational health in the public service include: 1. citizen attitudes toward the public service, 2. the nature of the work environment, 3. insufficient monetary and nonmonetary rewards, and 4. failure to encourage professionalism. Research

is needed to analyze the illness in the public service and to provide a basis for restoring it to health through learning. (ABI/INFORM)

Meeting the needs of federal workers: How can OD practitioners become active?

Hare, Chauncey; Wyatt, Judy

Organization Development Journal 1986 Sum Vol 4(2) 57-60

Proposes the existence of a fear/distrust cycle among government employees to explain the low productivity and low self-esteem that is common in government offices. Based on a diagnostic survey developed to investigate this hypothesis, it is concluded that the norm of silence (i.e., the inability to openly address and confront problems as a result of the belief that no one can do anything to improve the situation) is one of the most outstanding characteristics of the aforementioned cycle. Ideas for intervention are suggested. (PsycINFO)

III. THE LEARNING MANAGER

Organizational Learning - The Key to Management Innovation.

Stata, Ray

Sloan Management Review v30n3 PP: 63-74 Spring 1989

The primary bottleneck to a firm's progress often is management innovation. The New Management Style group uses system dynamics to improve thinking about complex organizations. Organization learning occurs through shared insights, knowledge, and mental models and builds on past knowledge and experience, relying on institutional mechanisms such as policies and explicit models. One major focus of system dynamics should be response time. A mental model of how the organization works is necessary to create a precise language with which to share understanding. In many cases, firms will need to recruit a quality improvement professional to teach them how to tap the mainstream of experience and knowledge that is accumulating rapidly in this field and to help managers become more adept practitioners. Properly managed, learning occurs as a function of time, independent of cumulative volume. Open and objective communication between people and between organizations is essential for learning. Teamwork should be encouraged as well. (ABI/INFORM)

Teaching Smart People How to Learn.

Argyris, Chris

Harvard Business Review v69n3 PP: 99-109 May/Jun 1991

Any firm that aspires to succeed in the more competitive business environment of the 1990s must first resolve a basic dilemma: success in the marketplace increasingly depends on learning, yet most people do not know how to learn. In particular, the well-educated, high-powered, high-commitment professionals who occupy key leadership positions in the modern corporation are not very good at learning. Most firms are not even aware that the dilemma exists because they misunderstand what learning is and how to bring it about. If learning is to persist, managers and employees must look not only at the external environment but also inward. They need to reflect critically on their own behavior, identify the ways they often inadvertently contribute to an organization's problems, and change how they act. Companies can learn how to resolve the learning dilemma. What it takes is to make the ways managers and employees reason about their behavior a focus of organizational learning and continuous improvement programs. (ABI/INFORM)

What Fate for Middle Managers?

Horton, Thomas R.; Reid, Peter C.

Management Review v80n1 PP: 22-23 Jan 1991

During the 1990s, the challenge for companies should be to determine the role of

middle managers in restructured organizations and how their value can be maximized. Unfortunately, many executives view their middle managers as liabilities rather than assets, indicating that a self-fulfilling prophecy is at work. Only when management acts on the premise that its middle managers can be a powerful force in implementing company strategies will the results be different. A learning organization is one that offers middle managers the major role of keeping the learning flowing throughout the company and integrating it for practical applications. While middle managers will continue to be important players in the corporate game, this will be a new game with a different set of rules. Middle managers of the future will: 1. subordinate hierarchical relationships to functional and peer relationships, 2. get things done by negotiating, 3. solve problems and make decisions, 4. develop entrepreneurial projects, 5. emphasize speed and flexibility, and 6. coach their own people. (ABI/INFORM)

Management Development Training and Learning Styles.

Wells, James B.; Layne, Benjamin H.; Allen, Derek

Public Productivity & Management Review v14n4 PP: 415-428 Summer 1991

The appropriateness and applicability of a multimedia instructional strategy in the Management Development Training Program within the Georgia Department of Corrections were examined. Responses to Kolb's (1984) learning-style inventory (LSI) were used to reveal whether there were any statistically significant differences in the learning styles among the supervisors, middle managers, and upper managers in the Facilities and Probation divisions. As a result of the study, training staff in the Georgia Department of Corrections may wish to modify the design, method of presentation, and instructional activities of certain courses in the training program. In a course for upper managers in the Facilities Division, for example, learning environment should be primarily behavioral, allowing those managers to utilize their best learning ability and preferred instructional activities. (ABI/INFORM)

Distance Learning Packages for Management and Organization Development: A Concept for Tomorrow's Needs.

Welsh, A. N.

Organization Development Journal 1988 Win Vol 6(4) 66-71

Discusses changes taking place in the environment of the business community and describes their impact on, and implications for, individual managers. Managers of the future will need skills of a higher order, including mastery of electronic data processing, communications transmission, and decision-assisting technologies. A continuing self-development process may be assisted by recent advances in learning and training techniques, including learner-driven distance learning packages (with a minimum of personal interaction or physical proximity), simulation by interactive video, and accelerated experience through action learning, experience transfer, and case method. (PsycINFO)

The Executive Mind and Double-Loop Learning.

Argyris, Chris

Organizational Dynamics v11n2 PP: 5-22 Autumn 1982

When a problem is both difficult and threatening, most people act in ways that compound it rather than solve it. Unwittingly, people create conditions within organizations that inhibit the effective solution of threatening problems. They go so far as to build an organizational culture to reinforce such limitations. Given such conditions, over a period of time people come to accept the notion that organizations are not conducive to learning - and this Model 1 self-sealing loop is closed. Top executives who are responsible for helping their organizations solve problems must address these difficult underlying issues. Otherwise, organizations will get the everyday job done, but only at increasing cost and organizational rigidity. It is possible to convert Model 1 behavior to Model II behavior, which is designed to promote double-loop learning, which helps even antagonistic employees learn from each other and deal with difficult problems in a way that benefits themselves and the organization. (ABI/INFORM)

IV. TRAINING AND EMPLOYEE DEVELOPMENT

Mid-Career Support: An Approach to Lifelong Learning in the Organization.

Sanderson, David R.

Lifelong Learning, v12(7) p7-10 May 1989

Responses to midcareer issues must develop from the recognition that some values of the emerging work force differ from those of staff in their 50s. An organization's best interest lies in listening to the needs of staff, finding new ways to enrich their lives and accommodate its policies to their legitimate drive for self-direction. (ERIC)

The Evolution of an Employee-training Program: A Three-year Flexible Organization Development Effort.

Mai-Dalton, Renate R.; Barnes, F. Barry

Group & Organization Studies 1991 Dec Vol 16(4) 452-471

Describes the 1st 3 yrs of an ongoing organization development (OD) project conducted in a rapidly growing public accounting firm to develop a flexible employee training program. The OD project is structured in accordance with the model of R. J. Bullock and D. Batten (1985), which includes 4 phases that describe the state of the organization. The client-consultant relationship is followed from entry to the 1st diagnosis, 1st interventions, evaluations of the interventions, and the continuation of the cycle to the current status of the work. Issues addressed include client and consultant goal compatibility, power issues in top management, and the need to sense the organization's culture carefully and to synchronize intra-organizational events, external events, and specific OD interventions. (PsycINFO)

Training for Competence.

Sims, Ronald R.; Veres, John G., III; Heninger, Susan M.

Public Personnel Management v18n1 PP: 101-107 Spring 1989

A framework is described for competency training that focuses on the importance of training the public personnelist responsible for implementing staff development programs. Kolb's (1984) experiential learning model is offered as a vehicle for instilling competencies that overcomes difficulties with many traditional, single modality approaches to training. The model consists of 4 phases: 1. identifying the particular characteristics desired, 2. reflecting on their actual application, 3. integrating these competencies into the individual's own conceptual framework in order to test impressions against the reality of the work environment, and 4. developing personal implementation plans. Public personnelists can use the experiential learning model in developing competency-based training by designing programs that focus on work-related skills, by requiring participants to reflect on the competency being learned, by examining

possible solutions to use the competency, and by constructing a strategy for implementing the competency. (ABI/INFORM)

It's Time to Stop Training ... And Start Facilitating.

Crapo, Raymond F.

Public Personnel Management v15n4 PP: 443-449 Winter 1986

In order for the "best and brightest" in an organization to become involved in development programs, trainers must abandon classical training procedures and introduce group facilitation. Successful group facilitators practice what currently is known as "andragogy," or adult learning techniques and processes. They expect their audiences to possess knowledge and treat them with that expectation from the beginning. Facilitators also use the JoHari Window as a model to determine the degree of knowledge the audience possesses about the particular topic being considered. The window divides knowledge into 4 quadrants: 1. current knowledge, 2. recall from memory, 3. new things to learn, and 4. "blind spot." Adults have a lot of "baggage" that they bring to training programs, making it essential for the trainer to know which pane of the JoHari Window best represents the knowledge of the subject being explored. (ABI/INFORM)

Ready, Aim, Train!

Thompson, Brad Lee

Training v28n2 PP: 53-59 Feb 1991

The US Marine Corps has recently overhauled and updated its approach to professional military education (PME). In particular, the Marines have produced a new statement of war-fighting doctrine, FMFM-1, that provides an updated vision of what the Marine Corps' culture is becoming. One of the central tenets of the new doctrine is a career-long commitment by every Marine to a PME in the art and science of war. FMFM-1 calls for the training of Marine leaders to allow and encourage their people to participate without risk of reprisal in an atmosphere of mutual trust and common focus. The culture shift has dramatically affected the design and delivery of training. One change involves a paradigm shift away from the process-oriented instructional systems design (ISD) toward performance-based ISD. Another change that emerged from the new philosophy is the Marine Corps University, which is the focus of current efforts to promote PME, the updated vision of ISD, and the philosophy of FMFM-1. (ABI/INFORM)

Career Development: The Linkage Between Training and Organizational Development.

Gilley, Jerry W.

Performance Improvement Quarterly 1989 Vol 2(1) 43-54

The performance improvement practitioner (PIP) is a key player in the career

development (CD) process supported by an organization. CD combines both micro and macro perspectives of improved organizational efficiency because it focuses on improving organizational efficiency while relying on the development of the individual employee. The PIP identifies, implements, and manages 8 CD activities: developing a job posting system; mentoring activities; developing career resource centers; training managers as career counselors; organizing career development workshops; forecasting human resources; using performance appraisals; and developing career pattern programs. (PsycINFO)

V. LEARNING AND CHANGE

Taking Charge of Change.

Steinburg, Craig

Training & Development 46(3) March, 1992 26-32

Change sweeps through our lives and institutions like a fast train. How good are the processes we have for managing change? This article is the first in a special report that shares the collective wisdom of an ASTD Board of Governors symposium that explored the issue last year, and venture a few predictions about the future direction of change management. When it comes to change, we need to create some new options for syaying in charge. In this article, change experts describe what they see, what they want, and that they predict.

Managing Discontinuous Change: A Simulation Study of Organizational Learning and Entrepreneurship. (Corporate Entrepreneurship)

Lant, Theresa K.; Mezias, Stephen J.

Strategic Management Journal v11 Summer, 1990, p147(33)

Established companies must assume the challenge of managing entrepreneurial strategies if they are to respond effectively to significant environmental changes. In managing entrepreneurial strategy, established companies should consider important organizational implications under various levels of ambiguity; that learning traps can result from lessons learned from experience when the environment changes; and some companies, strategies, and entrepreneurial levels present a useful description of differential outcomes of performance, growth, and the probability of failure. (Management Contents)

Strategic planning: A process for stimulating organizational learning and change.

Frey, Ken

Organization Development Journal 1990 Fal Vol 8(3) 74-81

Examines the types of learning necessary to help organizations function as adapting, changing systems and considers how strategic planning can facilitate the desired types of learning. Discussion includes 1st- and 2nd-order change, maintenance and innovative learning, and learning systems for 2nd-order change. Variables that produce an open learning system are presented. Key components of strategic planning include assessing key trends and issues in the organization's external environment, determining major strengths and weaknesses of the organization, articulating the organization's mission, defining the organization's corporate dream, and assessing the gap between the desired future and the present situation. A case of applying strategic planning is given. (PsycINFO)

A Mathematical Model of the Adaptive Behavior of Organizations.

Friesen, Peter H.; Miller, Danny

Journal of Management Studies v23 Jan, 1986, p1(25)

Using a Markovian representation, a mathematical model is developed to assess organizational adaptation to environmental change. Three environments are analyzed, testing the effectiveness of such adaptive strategies as: generalism vs. specialism, quantum vs. piecemeal, and gradual vs. batching changes into groups. The benefits and costs of each strategy are examined for each environmental condition. The mathematical model developed supports the assumptions made by earlier researchers in the fields of quantum structural changes and population ecologies of organizations. (Management Contents)

Organizational Learning.

Fiol, C.M.; Lyles, M.A.

Academy of Management Review Vol.10(4), Oct. 1985, P. 803-813.

Studies in management strategy report findings of two characteristics common to organizational changes: adaptation and learning. Further refinement of the studies yield subcategories of learning. Organizations can be classified not only by content and level of learning, but also as to whether cognition occurred at a low or organizational level. Further refinement of the testing procedures is indicated. Tables listing significant studies in organizational learning and influences on levels of learning are included. (Management Contents)

Managing Discontinuous Change: A Simulation Study of Organizational Learning and Entrepreneurship.

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VI. TRANSFORMING ORGANIZATIONS

Organizational Transformation.

Sparks, Richard; Dorris, James M.

Advanced Management Journal v55n3 PP: 13-18 Summer 1990

TEAMS (Training for Excellence in American Manufacturing and Services Inc.) has developed a model that provides a conceptual basis for transforming an organization from one that manages for short-term profits into a productive, forward-looking, competitive business. Continuous quality improvement is the focus and underlying philosophy of the model. Continuous improvement is the most advanced of current philosophies that seek to control products or services that are defective or of lower quality than is desired. With this approach, process improvement is more easily measured, cultural change is more methodical, and the problem solving approach is institutionalized. Continuous improvement is a long-term business perspective and requires a long-run business strategy. Choosing a customer strategy and sticking to it are 2 of the most important decisions top management can make. Leadership, people, and method are also elements in the TEAMS approach to training. (ABI/INFORM)

An Organizational Transformation Model: The Road to Renewal.

Honeycutt, Alan; Richards, Bill

Journal of Systems Management v42n11 PP: 28-30 Nov 1991

It is important to keep pace with the accelerated technological advancements to remain competitive. An organizational transformation (OT) approach can have numerous potential positive outcomes. The OT effort is a long-term effort to metamorphose the organization's competitive business ability. It is an assimilation of organizational practitioners' experience across a wide range of industries and a variety of organizations. Because the OT model does not prescribe solutions, but rather provides a process for managers to develop and implement better solutions for themselves, this process has proven consistently effective over time. The best programs and best intentions will fail if managers stop short of shifting the very nature of the organization. Visions, missions, objectives, and plans must be lived in every fiber of the collective organizational being. The proposed process model proposed should underlie all efforts at achieving excellence. (ABI/INFORM)

Transforming Organizations for Good.

Moravec, Milan; Tucker, Robert

HRMagazine v36n10 PP: 74-76 Oct 1991

Although many organizations plan for change, few are actually able to dramatically improve their performance. Only when there is a profound, strategic shift in both

organizational infrastructure and expectations can there be a real change in the way people achieve goals. The organizational transformation process at British Petroleum Exploration (BPX) has involved the active participation of employees at all levels. BPX created 2 skills matrices for each job family - one for people who want to go into management and one for those who want to remain individual contributors. These skills matrices are being integrated with new types of performance assessment, reward systems, training, personal development planning, and communication programs. BPX has realized that change should focus on the work itself and on people's behavior, not on abstract concepts. (ABI/INFORM)

Creating Excellence Out of Crisis: Organizational Transformation at the Chicago Tribune Tayloristic Paternalism: A Critique of the OD Management Style
Organizational Transformation and the Paradox of Creating Excellence.

Frame, Robert M.; Nielsen, Warren R.; Pate, Larry E.; Wardell, Mark
Journal of Applied Behavioral Science v25n2 PP: 109-129 1989

An organizational transformation effort involving one of the Chicago Tribune's printing facilities is described. A walkout strike affecting 1,000 workers occurred in July 1985, prompting management to seek to change the printing center to meet its vision of technological and managerial excellence. Consultants conducted a transformation effort that was similar to an organization development (OD) program but differed in its focus on results and measures of attaining them. This effort produced statements of operating beliefs and key result areas for performance measurement. The results include a 25% improvement in productivity in pages per hour and considerable savings in annualized advertising revenues. It is concluded that visions of organizations of the future must be grounded in clear, integrated action steps permitting measurable outcomes. In a comment, Wardell states that the long-term benefits such participation management programs have for workers remain unknown, but workers typically have not been empowered by them. Pate responds that the transformation effort sought to create teamwork and cooperation, improve results, and instill a concern for excellence in various forms. (ABI/INFORM)

Understanding Organizational Transformation Using a Dissipative Structure Model.

Leifer, Richard

Human Relations v42n10 PP: 899-916 Oct 1989

The dissipative structure model may provide the basis for a new paradigm for thinking about organizational change and the behavior of organizational environments. The model, which can be used to integrate a number of system characteristics, has 4 components: 1. point of singularity, 2. transformation utilizing radical strategies, 3. inefficient acting and experimentation, and 4. resynthesis. The 3 key assumptions of the new paradigm are: 1. the environment is not munificent, does not promote growth, is not stable, and is not ordered, 2. the normal evolution of organizations proceeds from

transformation to transformation, and 3. order by fluctuation means the organization's order is transformed when it is faced with far-from-equilibrium conditions. While the dissipative structure of the organization has the ability to deal with increased complexity, the qualitative change in the organization's dynamics allows it to use large amounts of energy in the midst of its self-organization. (ABI/INFORM)

Organizational Transformation in Total Systems Quality.

Yorks, Lyle

Survey of Business v25n1 PP: 51-56 Summer 1989

The concept of organizational transformation assumes a basic and pervasive change in a company as an organizational system, as opposed to the establishment of a small number of pilot sites in which elements of the Total Systems Quality approach have been implemented. From this viewpoint, success is measured when the various systems and principles comprising the approach no longer require special efforts to sustain them. Characteristics of transformational organizational change include: 1. Transformational change in the workplace requires an extended period of time. 2. The process is nonlinear and irregular in nature. 3. The process is characterized by phases; progress must be periodically consolidated as the basis for the next initiative. 4. The process requires building a critical mass of committed staff at all organizational levels for whom the concepts are not unique. 5. The changes being advocated must be tied to operative goals relevant to all organizational levels. 6. Constructive engagement from a stable coalition of senior managers is necessary. (ABI/INFORM)

The Role of Metaphors in Organization Transformation.

Sackmann, Sonja

Human Relations v42n6 PP: 463-485 Jun 1989

Metaphors, if carefully chosen, may be a useful tool in the transformation process of an organization. Metaphors are powerful because: 1. they can trigger a perceptual shift, 2. they can succinctly transmit a large amount of information simultaneously at a cognitive, behavioral, and emotional level, and 3. they can render vague and abstract ideas concrete, provide a vivid image, and be remembered easily. There are 2 basic metaphors, targeted and adaptive. Targeted metaphors are appropriate only if the envisioned future is known and can be determined. Adaptive metaphors are appropriate when goals cannot be clearly specified. Also, adaptive metaphors imply an evolving nature that allows testing, exploring, searching, and learning. In a case study, the use of multiple and adaptive metaphors allowed a wide range of action and substantiated the argument that metaphors are useful in the transformation process of organizations. (ABI/INFORM)

Transform Your Organization!

Frank, Howard

Networking Management v7n4 PP: 34-35 Apr 1989

There are many ways companies have become involved in strategic networking activities. These include reducing sales expenses by using telemarketing to test cold leads over the telephone and centralizing cash management via telecommunications systems that connect divisions, subsidiaries, and banks. As networks and networking technology continue to invade every element of business, networkers are discovering that their systems have become strategic tools. Although network systems were originally implemented to reduce costs, the systems now are serving many specialized business functions. Many times, networks are used to serve only the application for which they were originally envisioned. The selection of the right network system requires insight into a unified system's added complexity and cost, as well as its potential long-range benefits. The network process should encompass communications, computing, and business applications. (ABI/INFORM)

Transforming Organisational Values and Culture Effectively.

Edwards, John D.; Kleiner, Brian H.

Leadership & Organization Development Journal v9n1 PP: 13-16 1988

A study investigating corporate culture focused on the process of changing a company's culture. There are 4 basic types of corporate culture that can be defined as the unique character of an organization. The apathetic culture tends toward a lack of concern for both people and performance, and its apathy is a threat to long-term viability. The caring culture is characterized by a paternalistic orientation of low concern for performance and high concern for people. The exacting culture is oriented toward performance and success and possesses low concern for people. The integrative culture, the ideal, reflects a high concern for both people and performance. While many experts believe that it is impossible to change corporate culture, those who feel that change is possible concede that it is a difficult and time-consuming undertaking. Effecting cultural change involves: 1. determining the desired strategy, 2. assessing the present culture, 3. developing and communicating the desired culture, 4. securing participation by managers and employees in the new culture, and 5. rewarding desired behavior. (ABI/INFORM)

A Dissipative Structure Model of Organization Transformation.

Gemmill, Gary; Smith, Charles

Human Relations v38n8 PP: 751-766 Aug 1985

Modern organizations must make changes in the face of internal and external complexity and turbulence. Transformation processes may not be understandable through the equilibrium models most often used to describe system dynamics. More applicable system models, which incorporate disorder, uncertainty, and complexity, may provide insight

into the process of transformation, its characteristics, and its dynamics. One such model, developed by Belgian physicist Ilya Prigogine, offers an explanatory theory of organization transformation. The model suggests that "inherent stabilities" make more probable a system's successful transition through highly unstable conditions. These stabilities offer a point of convergence of current theories of organizational learning, self-organizing systems, and high-performance teams. The model allows for analysis of the 4 key elements involved in the dissipative transformation process: 1. disequilibrium conditions, 2. symmetry breaking, 3. experimentation, and 4. reformulation processes. (ABI/INFORM)

Cultural Change: An Integration of Three Different Views.

Meyerson, Debra; Martin, Joanne

Journal of Management Studies v24 Nov, 1987, p623(25)

In this article we integrate three disparate views of culture and cultural change. With each view comes a distinct set of implications about the nature, scope, source(s), and consequences of culture change. Each view also suggests distinct implications for those who wish to manage cultural change in organizations. We argue that to understand how organizations change, in general, it is important to understand these disparate, yet interrelated processes of cultural change. We present these three views of culture and cultural change processes in organizations. (Management Contents)

Environment, Organization and Effectiveness: A Biographical Approach.

Kimberly, John R.; Rottman, David B.

Journal of Management Studies v24 Nov, 1987, p595(28)

Answers to the question of what makes an organization effective have proved elusive despite more than 20 years of intensive theorizing and research. This paper offers an approach to analyzing organizations explicitly based on two of those benefits. The first is the shift toward a more dynamic orientation for explaining organizational configurations and outcomes. The second is the identification of strategic decision-making as the key link between organizational environment, structures, and effectiveness. By merging these two, we construct a biographical approach to the study of organizations. An organization's biography - the pattern of its evolution - can be conceptualized as a succession of decisions and their consequences, with some decisions having a major long-term influence on the direction taken by the organization and its effectiveness, while others have but an incremental influence. This article is an initial effort to make concrete our ideas. The opening section discusses organizational decision-making and organizational effectiveness. This is the core of our approach: a basis for categorizing organizational decisions and in particular for singling out those which can be regarded as strategic. It is our contention that significant decisions vary across organizations and that one of the tasks of the biographer is to specify them for each major category or type of organization.

Our general discussion of decision-making is therefore pursued in the context of the rehabilitation organizations that serve as our empirical referent. A number of key decisions for sheltered workshops are identified and their potential relationships to environmental, structural, and effectiveness variables are considered. The possibilities of a biographical approach are then demonstrated by locating specific features of sheltered workshops and their decision processes within the more general theoretical concepts of the sociology of organizations. Three models of environment, structure, and effectiveness in sheltered workshops are derived from the literature and used to generate a testable model that is examined empirically. The results of that exercise are sufficiently promising to lead us to advocate replication of our exercise in other organizational domains. The basis for advocacy is presented in the concluding section of the paper, which discusses the implications of the findings for organizational analysis. (Management Contents)

VIII. Selected Library Resources on the Learning Organization

The following selections are highlights from the EPA Library Network on the learning organization. These books, videos and journal articles may be requested through the EPA Headquarters Library, and other EPA Network Libraries.

A. Books

Fifth Discipline: The Art and Practice of the Learning Organization

Peter M. Senge.

Region 9 Library

HD58.9.S46 1990

Managing On the Edge: How the Smartest Companies Use Conflict to Stay Ahead

Richard T. Pascale.

Headquarters Library

MGMT HD58.8.P365 1990

Organization Development Theory, Practice, and Research

Publisher BPI/Irwin.

AWBERC Library, Cincinnati

MGMT HD58.8.O724 1989

From Vision to Reality Strategies of Successful Innovators in Government

Russell Matthew Linden.

Region 3 Library

JF1525.O73L56 1990 TQM

Training in Organizations Needs Assessment, Development, and Evaluation

Irwin L. Goldstein.

AWBERC Library, Cincinnati

MGMT HF5549.5.T7G543 1986

Training and Development in Organizations

Irwin L. Goldstein.

Headquarters Library

AWBERC Library, Cincinnati

MGMT HF5549.5.T7G542 1989

MGMT HF5549.5.T7G542 1989

Changing Ways a Practical Tool for Implementing Change Within Organizations

Murray M. Dalziel.

AWBERC Library, Cincinnati

MVEL Library, Ann Arbor

MGMT HD58.8.D34 1988

HD58.8.D34 1988

Managing Organizational Change

Patrick E. Connor.

NEIC Library, Denver

HD58.8.C653 1988

Toward a More Organizationally Effective Training Strategy & Practice

Richard R. Camp.

Headquarters Library

MGMT HF5549.5.T7C25 1986

Transforming Work: A Collection of Organizational Transformation Readings

John D. Adams.

Headquarters Library

Region 8 Library

MGMT HD58.8.T7

HD58.8.T7

Employee Development Programs an Organizational Approach

Bobby C. Vaught.

Headquarters Library

MGMT HF5549.5.T7V34 1985

Time, Chance, and Organizations: Natural Selection in a Perilous Environment

Herbert Kaufman.

Headquarters Library

MGMT HD58.8.K38 1985

B. Videocassettes

All Change: Change for the Better

Video Arts, 1988.

(29 minutes)

Headquarters Library

John Cleese stars in this half of the two part "All Change: The Management of Change" video series that illustrates that change must be built into the heart of any organization. The video features three managers who fail to plan ahead, to make changes or to respond to changes which will be forced on them by competition, technology or the market. Each is visited by H.G. Wells in his Time Machine. In this video Wells show each manger two alternative futures.

All Change: The Shape of Things to Come

Video Arts, 1988.

(20 minutes)

Headquarters Library

In the second half of the two-part "All Change: The Management of Change," John Cleese continues illustrating that change must be a central value of any organization. H.G. Wells pays a second visit in his time machine to three formerly-change-resistant managers to see the impact of their new attitudes.

Brain Power

MTI Film & Video, 1982.

(12 minutes)

Headquarters Library

Houseman discusses Albrecht's three key principles of perception: recognition (attention to details, interpretation (allowing room for ambiguity), and expectation (unlimited expectations).

Imagineering: Team Up to Think Up New Ideas

MTI Film & Video, 1986.

(16 minutes)

Headquarters Library

The viewer is instructed in pooling collective imagination to spark new ideas, unleash creativity, engineer ideas into problem-solving strategies, and build team spirit which will fuel cooperation and productivity at all levels.

Manager-to-Manager: Overcoming Resistance to Change

MTI Film & Video, 1987.

(12 minutes)

Headquarters Library

In one of five programs, Jack Noon describes critical steps to diffuse natural fear and resistance to change in organizations, including outlining benefits of change, anticipating rational and irrational objections and offering solutions, uncovering real concerns and offering time to adapt to change.

Managing the Journey: Understanding and Implementing Change

Video Publishing House, 1989.

(75 minutes)

Headquarters Library

Part of the One-Minute Manager series, this video deals with the implementation of change in going to the one-minute manager system and the new relationship between manager and employee that results from this new process.

C. Audiocassettes

The Art of Innovation

Rosabeth Kanter.

Headquarters Library

Creative Thinking

Mike Vance.

Headquarters Library

Thriving on Chaos

Tom Peters.

Headquarters Library

D. Management Journals

The Journal of Human Resources

Published by the University of Wisconsin Press, Madison.

Management Science

A monthly journal published by the Institute of Management Sciences.

Performance and Instruction

Published monthly by the National Society for Performance and Instruction.

Personnel Journal

Published monthly by ACC Communications Inc.

Public Personnel Management

Published quarterly by the International Personnel Management Association.

Sloan Management Review

Published quarterly by the MIT Sloan School of Management.

Training & Development

Published monthly by the American Society for Training and Development.

Training: The Human Side of Business

Published monthly by Lakewood Publications Inc.

MANAGEMENT BIBLIOGRAPHY COLLECTION

Bibliographies on topics of current management interest are produced on a quarterly basis by the Headquarters Library staff. Following is a list of the most recent management Bibliographies.

1. *THE CUSTOMER STRATEGY*
by Sigrid N. Smith, March 1992
EPA/IMSD/92-01
2. *LEADERSHIP STYLES*
by Sigrid N. Smith, December 1991
EPA/IMSD/0/91-019
3. *TEAMWORK: EMPLOYEE INVOLVEMENT*
by Sigrid N. Smith, September 1991
EPA/IMSD/91-013
4. *PUBLIC POLICY MECHANISMS: NON-REGULATORY OPTIONS FOR ENVIRONMENTAL PROTECTION*
by Sigrid N. Smith, June 1991
EPA/IMSD-91-006
5. *EFFECTIVE CONFERENCE PLANNING*
by Sigrid N. Smith, March 1991
EPA/IMSD-91-002
6. *CONTRACT MANAGEMENT*
by Mary Hoffman and Sigrid N. Smith, January 1991
EPA/IMSD-91-001
7. *MANAGING A DIVERSE WORK FORCE*
by Anne Twitchell, June 1990
EPA/IMSD-90-007
8. *PROJECT MANAGEMENT*
by Anne Twitchell, June 1990
EPA/IMSD-90-1990
9. *STRATEGIC PLANNING*
by Anne Twitchell, March 1990
EPA/IMSD-90-005
10. *TOTAL QUALITY MANAGEMENT*
by Anne Twitchell, December 1989
EPA/IMSD-89-009