

A Review of Research on Organizational Learning

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Keywords: A Review, Organizational learning, Future research prospects

Abstract: In today's fast-changing era, organizational learning has undoubtedly become a powerful driving force for enterprise development. Based on the research results of scholars at home and abroad, this paper systematically learns, combs and summarizes organizational learning. It mainly organizes and reviews the origins, concept definitions, types, processes, causal variables, enlightenment of enterprise management and future research prospects of organizational learning.

1. Overview

1.1 The origin of organizational learning

The concept of organizational learning was first proposed by March and Simon in 1958. In 1965, Cangelosi and Dill published the article "Organization learning: Observations toward a theory" in the *Administrative Science Quarterly*, which pioneered the empirical study of organizational learning. In 1977, Argyris published "Double-Circle Learning in Organization" in the *Harvard Business Review*. In 1978, he and Schon co-authored "Organizational Learning: A Behavioral Perspective Concept," whereby Argyris was known as the father of "organizational learning."

In 1990, Peter Saint-Jean published "The Fifth Practice - The Art and Practice of Learning Organizations", which pushed the study of organizational learning theory to a climax. On the basis of summarizing the research results of predecessors, he developed a system management theory-learning organization based on system mechanics and through research on thousands of enterprises. In short, the importance of organizational learning has reached consensus in the theoretical community. Organizational learning is a strategic process that is key to achieving sustainable competitiveness in the future, and learning organizations are the product of this process.

1.2 The definition of organizational learning

Argyris and Schon (1978)'s classic definition of organizational learning emphasizes the interrelationship between understanding and behavior, and argues that the organizational learning process includes both cognitive and behavioral changes. They point out that individuals and groups learn by understanding and acting, or by explaining after action. From this definition, we can think like this. Organizational learning is a process in which individuals share thinking and action changes. It is influenced by the organization, and is rooted in the organization. When the learning mechanism of individuals and groups is formed, organizational learning takes place. Knowledge is embedded in corporate disciplines, systems, structures, cultures and strategies. The organizational learning system is composed of evolving knowledge stored in individuals, groups or organizations, and forms the infrastructure of the enterprise to support the strategic formation and implementation process of the enterprise.

2. Dimensions of Organizational learning

With regard to the measurement of organizational learning, domestic and foreign scholars have done a lot of research, not only from the qualitative perspective of the organizational process model, but also from the quantitative perspective of the degree of organizational learning. Measurements on organizational learning can be divided into two categories: single-dimensional measurement and multi-dimensional measurement, in which multi-dimensional measurement dominates. The dimensions of the scale are learning commitment, shared vision, open mind, systematic thinking, sharing knowledge and memory, managerial commitment, system perspective, openness and experimentation, knowledge transfer and integration. Among these multiple dimensions, scholars' research organization learning is most recognized by the three dimensions of shared vision, open mind, and systematic learning. These three dimensions are also the most important dimensions for measuring organizational learning.

2.1 A shared vision.

A vision expressed by the shared vision is the goal, mission, career or mission of organizing future success. It does not necessarily contain a specific action plan or action strategy, but it must be more specific and can be achieved through future efforts. A shared vision is the desire or willingness of all members to come from the heart. A true common vision or desire can bring all members together and dilute the conflict of personal interests between people, thus forming a huge cohesive force. The motivation of the members of the organization is derived from organizational commitment and endorsement of the organization's direction of development (McKee, 1992). By sharing the vision, the members of the organization will understand the organization's expectations of the employees to understand the content and standards of the organization's performance measurement. The internal and external environment information of the organization is complicated, employees must have a very clear understanding of the learning content, and full of learning passion. From this perspective, sharing the vision plays a guiding role in organizational learning.

2.2 Open mind

The so-called mental model refers to many assumptions, stereotypes, images, and impressions that are deeply rooted in the mind, affecting how we understand the world, and how to act. It is an existing understanding of how the surrounding world works. We are often not aware of our mental model and its impact on behavior. Individually unique mental models can create limitations that limit the understanding and thinking of new things and new ways in our team. In fact, the "mental model" is a mindset that refers to the methods and habits we know about things. When our mental model is consistent with the development of cognitive things, it can effectively guide the action; on the contrary, when our mental model does not match the development of cognitive things, it will make our own good ideas impossible. Therefore, we must preserve the scientific part of the mental model, improve the unscientific part, and achieve good results. For the organization, the organization will form conventions, processes and fixed thinking in the long-term development process. When the organization faces change, the open mind is the value that the organization must have from "forgetting the routine" to "accepting new things". Therefore, the organization with an open mind, members can be encouraged to abandon old ideas and old ways to create, create an atmosphere of innovation within the organization, and thus improve organizational performance.

2.3 Systematic learning

In the book "The Fifth Practice", Peter Shengji uses systematic thinking as a starting point to change the mechanical, intermittent and static way of thinking. He believes that organizational learning is an interconnected organic whole, replacing mechanical with flexible thinking. Thinking, replacing thinking with systematic thinking instead of static thinking with dynamic thinking. Systematic thinking is an art of seeing wood and seeing forest. It allows us to see the interrelationships between systems rather than a single event. Seeing the changing form rather than the fleeting scene can help us see how we can effectively change the system, that is, find the

leverage point. Regarding system thinking, it is about working as a dynamically developing organic system, not a machine that can disassemble and repair damaged parts. Only under the guidance of systematic learning thinking can the organization better guide its own cognitive level learning, cultivate the overall view and system view of the organization, thereby improving the flexibility of the enterprise and improving the performance of the enterprise. Therefore, systematic learning emphasizes that the organization should proceed from the overall situation and find a complete understanding of the organization's business activities by finding the internal connections between the elements.

3. Antecedent variable

At the individual level, individual factors of organizational members are important variables that influence organizational learning. In recent years, the research on individual influence factors of organizational learning mainly includes members' education level, personality and emotions (Song Yanshuang and Liu Renjing, 2016). Most of the researches believe that employees with higher education level mean They can bring more advanced ideas and methods to the organization, and the higher education level of the organization members indicates that the overall knowledge level and acceptance ability of the organization are stronger, which will also promote the improvement of organizational learning ability. The influence of individual personality on organizational learning needs to be reflected by the intermediary or interaction of other variables.

The research on the team factors that influence organizational learning mainly includes politics and power in the organization, leadership, and employee relationship networks. Although there are not many studies on the role of politics and power in organizational learning in organizational learning, it is still an important variable in the study of organizational learning. A study by Lawrence et al. found that power and politics in an organization is a social energy that transforms the beneficial views of individuals and groups into organizational systems. But there are also studies that argue that power and influence can inhibit organizational learning and knowledge innovation. Because some members of the organization who have the knowledge of scarcity may use their influence to block the knowledge they have, thus hindering the flow and sharing of knowledge in the organization.

The research found that the organizational factors affecting organizational learning mainly include the size of the organization, organizational structure, organizational culture and other mothers. Some studies believe that the size of the organization will have a negative impact on the organizational learning ability, but some scholars believe that organizations with larger organizations can have more resources, which can provide more powerful guarantee for the smooth development and implementation of organizational learning. The latter is supported by more empirical findings. The organizational structure has a major impact on the organizational learning process.

4. Outcome variables of Organizational learning

At home and abroad, there are relatively few studies on the role of organizational learning in the individual aspects of employees, mainly focusing on organizational learning, employee performance, and organizational commitment. For example, the results of Camps et al. show that organizational learning has a positive impact on employee performance through employee flexibility; domestic scholars Yu Haibo and others have conducted detailed research on the mechanism of organizational learning on individual employees.

Most of the research on the overall role of organizational learning in the organization focuses on discussing or verifying the impact of organizational learning on organizational performance and organizational strategy and organizational innovation. In recent years, domestic and foreign scholars have conducted a lot of research on the relationship between organizational learning and organizational performance. They believe that past relevant experience enables companies to identify valuable new knowledge and introduce it into the organization's day-to-day business processes to guide future work, which ultimately enhances the organization's competitiveness and performance,

mostly on organizational learning and organizational performance. Studies have shown that organizational learning has a positive impact on organizational performance (Hu Shiqi and Xiong Lei, 2018) (Andreas Budihardjo, 2013).

In summary, through the literature review, we found that the impact of organizational learning on organizational performance and its mechanism of action is the most important research area of organizational learning outcomes, and most studies show that organizational learning will have a positive impact on organizational performance.

5. Summary

By combing the relevant literature on organizational learning, we can find that scholars have done a lot of research on organizational learning. In the new situation, the process of economic globalization forces enterprises to change and learn to adapt to the market, and transforms learning into the process of improving competitiveness and economic benefits. As managers and decision makers, they should learn to communicate and realize improvement. Organize learning ability, create the importance of learning organization, learn to systematically think and update thinking methods in the learning process, to achieve self-transcendence of enterprises, better improve the innovation ability of enterprises, and better improve organizational performance.

Through the process of combing the whole organization literature, it is found that the whole theoretical system of organizational learning does not seem very clear, and the research also presents a diversified trend. The reason may be that organizational learning is based on individual learning, and human beings are a very complex creature. The theoretical community has not reached a consistent conclusion on human psychological and cognitive research, which may lead to the phenomenon of arguing in the study of organizational learning. Therefore, the research on organizational learning needs to be further deepened.

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