





**Systemic thinking**  
The concept of relations, control, feedback and delays are often mentioned in order to “see the whole picture”.

**Personal mastery.**  
individuals who learn

**Team learning.**  
‘the process of aligning and developing the capacities of a team

**Building shared vision.**

**Mental models.**  
These are ‘deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action’

Utopi? Yes!  
But we can learn from it!

reflection; transformation; learning; expand capacity; sustainability, employee involvement, shared values and open dialogue.

While all people have the capacity to learn, the structures in which they have to function are often not conducive to reflection and engagement.

open dialogue, reflection and of course learning

In a learning organization, leaders are designers, stewards and teachers. They are responsible for *building organizations* were people continually expand their capabilities

But for a learning organization, “adaptive learning” must be joined by “generative learning”, learning that enhances our capacity to create’

Pete Senge

**Organizational learning**

flows of knowledge across three levels of analysis: individual, team and organization.

individual beliefs lead to individual action, which in turn may lead to an organizational action

organizational learning is the activity and the process by which organizations eventually reach the ideal of a learning or

Theorists of learning organizations have often drawn on ideas from organizational learning ganization

detection and correction of errors  
organizations learn through individuals acting as agents  
willingness to examine both successes and failures

The process through which an organization develops the internal capacity to be the most effective it can be in its mission work and to sustain itself over the long term

In singleloop learning, individuals, groups, or organizations modify their actions according to the difference between expected and obtained outcomes

**single-loop and double-loop learning**

In double-loop learning, the entities (individuals, groups or organization) question the values, assumptions and policies that led to the actions in the first place; if they are able to view and modify those, then second-order or double-loop learning has taken place. Double loop learning is the learning about single-loop learning.

The technical view assumes that organizational learning is about the effective processing, interpretation of, and response to, information both inside and outside the organization

Tacit knowledge is personal, context specific, subjective knowledge, whereas explicit knowledge is codified, systematic, formal, and easy to communicate.

However, organizational learning also has distinctive characteristics with reference to **what is learned, how it is learned, and the adjustments called for to enhance learning.** These derive from the fact that any organization by definition is a collective, with individuals and larger units in different roles that involve different perspectives and values, passing information through their own filters, and with noisy and loss-prone information channels connecting them.

Nytt Four different orientations to theorizing learning:

**the behaviourist orientation.** The behaviourist movement in psychology has looked to the use of experimental procedures to study behaviour in relation to the environment.

**the cognitive orientation.** Where behaviourists looked to the environment, those drawing on Gestalt turned to the individual's mental processes. In other words, they were concerned with cognition - the act or process of knowing.

**the humanist orientation.** In this orientation the basic concern is for human growth. We look to the work of Maslow and Rogers as expressions of this approach.

**the social/situational orientation.** It is not so much that learners acquire structures or models to understand the world, but they participate in frameworks that that have structure. Learning involves participation in a community of practice.  
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The social perspective on organization learning focuses on the way people make sense of their experiences at work.

People appear to think in conjunction or partnership with others and with the help of culturally provided tools and implements.